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ABSTRACT

Designed to help community colleges establish institutional effectiveness programs, this workbook provides step-by-step instructions and sample forms from an effectiveness program developed by South Carolina's Midlands Technical College (MTC). Introductory sections provide an overview of institutional effectiveness and the reasons for implementing a program. The first chapter focuses on the first step of the process, developing a strategic planning process, and describes elements of a typical strategic plan; reviews MTC's approach; and presents the questionnaire and results from a survey the college conducted of community leaders. The next chapter addresses the second step, developing foundation statements related to institutional mission and goals, and provides statements of vision and values, role and scope, institutional goals, and priority initiatives developed by MTC. The third chapter addresses the third step, the development of an operational planning process to translate priorities into action plans, and presents a sample form for implementing action strategies and MTC's 1995-96 planning activities calendar. The fourth step, developing an evaluation system, is then described, highlighting the critical success factors and indicators of effectiveness developed by the college and presenting sample forms used in evaluation. The final chapter addresses the fifth step, using data to improve effectiveness, presenting an annual report card used by MTC to determine improvements in teaching and learning and a sample report on strategic planning outcomes. (HAA)

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Managing Your Institution's Effectiveness:

A USER GUIDE

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Midlands Technical College

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Preface

Mandated effectiveness reporting has become a responsibility for all two-year colleges. Many are struggling to find a reasonable, practical approach that will not only fulfill requirements of external agencies, but will enable the college to establish a structured process for institutional renewal.

This workbook is designed to provide user-friendly instructions and representative forms or procedures that can be used by community colleges to construct their own institutional effectiveness (IE) program. The MTC model on which this book is based remains in a state of evolution. It is, therefore, a process that over a decade has changed to accommodate the changing needs of our college. The MTC process is not perfect, but one of the most positive aspects of this system is that it is designed to accommodate modification and change.

Midlands Technical College (MTC) in Columbia, South Carolina, is a multicampus, comprehensive community college. The college has the third largest undergraduate enrollment in South Carolina with credit headcount of approximately 10,000 students each fall. The continuing education enrollment exceeds 25,000.

MTC has had significant internal success in using this process and has received national recognition as a leader in institutional effectiveness. The MTC model was developed in conjunction with the college's reaffirmation of accreditation with the Commission on Colleges of Southern Association of Colleges and Schools. MTC was one of the first colleges in the South to adopt the new outcomes-oriented accreditation process.

The college has been chosen by the South Carolina Commission on Higher Education and the Kellogg Foundation to lead a consortium of community colleges in developing models for measuring their effectiveness. Empirically, we observe that there is an eagerness to pattern an institutional effectiveness system after one that "works." The MTC model has been widely recognized as one that has succeeded in accomplishing its intended purpose. The use and improvement of this process since 1987 make it one of the most seasoned in the recent institutional effectiveness movement.

While this user guide cannot provide all the details of setting up and performing the tasks necessary to fully transfer this structured approach to planning and evaluation, it can be used as the basis for establishing a process similar to MTC's within other colleges. The intent of this guide is to present the philosophy of the MTC institutional effectiveness system; provide a matrix of the planning process; and present calendars, survey instruments, and associated models that can be adapted by other institutions.

In the back of the book are computer disks in IBM and Macintosh formats that provide the working documents, so you can redesign and modify the MTC system.

An overview of Midlands' philosophy and approach to quantifying effectiveness is presented in the foreword written by MTC's president, Dr. James L. Hudgins. In addition to establishing the context for this guide, the president's foreword also demonstrates the one element that has no substitute when establishing an IE process: total understanding, support, and commitment by the college's leadership.

We at the college who have lived with this process believe it is a sound, effective way to approach a very complex task. We view our planning system as an opportunity for renewal and hope that this guide will enable other colleges to design or adjust their own systems.

Many people at MTC have contributed to the content of this guide through years of invention and practice. Sandra Oliver, Vice President for Student Development Services, was an early leader in bringing this process to life and incorporating its philosophy into routine student services practices. Dr. Jean Mahaffey, Vice President for Education, has expanded the role of the faculty in ensuring effectiveness.

Ronald Rhames, Vice President for Business Affairs, has developed a resource management structure that is an integral part of the planning and effectiveness process. Mary Robertson, Associate Vice President for Education, and Vann Gunter, Associate Vice President for Continuing Education, have been key players in operationalizing the MTC effectiveness process.

A principal contributor to the success of the Midlands model is Dorcas Kitchings, Director of Assessment, Research and Planning (ARP) at MTC. Ms. Kitchings has been instrumental throughout the development and ongoing refinement of this system. She was also a major provider of information and materials for this guide.

All of us at MTC use IE to find ways to make a positive difference in serving our students and for renewing and improving our college. The format of this guide is intended for easy adaptation and immediate use. Portions of the process can be used or studied independently of the entire system.

We hope you enjoy exploring institutional effectiveness with us through this user guide.

Starnell K. Williams
Vice President for Advancement
Midlands Technical College
Editor

Foreword

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Institutional Effectiveness: A Strategy for Institutional Renewal

Emphasis on accountability and effectiveness offers an exceptional opportunity for community colleges to gain much deserved regard from their communities, state officials, and constituents. For too long community colleges have been judged by university standards. In *U.S. News and World Report*'s list of America's best colleges, community colleges, which enroll almost one-half of students enrolled in higher education, were conspicuously absent. Several authors in the past decade judged community colleges' effectiveness by university standards or by very narrow criteria related to the transfer function.

The problem is not that the standards are too high—they are often not the appropriate standards. Most effectiveness and accountability systems measure the degree to which an organization is successful in carrying out its stated purpose. Community colleges have a unique mission and should be measured by standards relevant to their mission. Community college leaders must seize the institutional effectiveness initiative as an opportunity to more clearly define community colleges' mission and shape an agenda that demonstrates the success of the "people's college" in achieving its mission.

Unfortunately, too many colleges are dealing with institutional effectiveness as an obligation: to reaffirm accreditation, to comply with state mandates, or to respond to federal right-to-know legislation. Colleges would do well to view institutional effectiveness as a catalyst for facilitating positive change in their institutions.

Dr. Albert L. Lorenzo, president of Macomb Community College, has written extensively on the parallels between organizational development theory and the application of institutional effectiveness. He concludes: "Effectiveness is not a measurement process, it's a change process."[1] He describes the well-known life cycle theory of any organization that include birth, a period of energetic and phenomenal growth, and maturation, followed by either a decline or renewal based on the introduction of a change agent. Dr. Lorenzo argues that institutional effectiveness can be that change agent for renewing the American community college.

As community college leaders conclude the turbulent decade of the 1990s, when funds for higher education are inadequate and declining, they should be asking, "How do we improve the quality and effectiveness of the community college and assure its continued relevance to the current and future needs of our constituents?" Institutional effectiveness offers a paradigm for asking and answering tough questions about the effectiveness and accountability of America's community colleges.

In this workbook, three words will be used interchangeably: *accountability, institutional effectiveness, and assessment*. While the terms are similar, they are not identical. The following definitions are used in this guide:

Accountability: the behavior of being responsible for what we do. It relates to external relationships and deals with the responsibility of college leaders to demonstrate to their various publics the cost-effective implementation of the college's mission. This term is common to state and federal agencies.

Institutional Effectiveness: an internal process of planning and evaluation that is intended to ensure that the college's performance matches its purpose. This phrase is frequently used by accrediting agencies. The authors of this guide consider institutional effectiveness to be the more global process that uses assessment strategies to demonstrate accountability.

Assessment: a process of measuring the degree to which the college is meetings its performance standards, especially in the area of student learning. It is the term most frequently

used by senior colleges and universities. These colleges often use *assessment* as a term identical to *institutional effectiveness*.

Five basic questions about institutional effectiveness will be addressed in this foreword.

1. Why has institutional effectiveness become a central agenda item for higher education in the 1990s?
2. What is the meaning and application of effectiveness to the community college?
3. How does a college initiate a workable program of institutional effectiveness?
4. Where is the institutional effectiveness movement in 1996?
5. Where do we go from here?

1. The WHY of Institutional Effectiveness

Institutional effectiveness is one of the hottest topics in postsecondary education today. Ted Marchese, editor of *Change* magazine said, "In my professional lifetime, few issues have vexed the academic world so deeply as accountability does today. It is the watch word of the decade, Secretary Riley tells us."[2] There are numerous reasons for the interest now being shown in effectiveness and accountability. Several national task force reports in the 1980s reported a declining confidence in the value of a college degree. Business and industry report that our nation's high school and college graduates' educational and occupational skills relative to their counterparts in other countries are deteriorating.

In the late 1980s, while higher education debated the issue of accountability, many state legislatures and coordinating boards developed mandated requirements for effectiveness. According to the Education Commission of the States, more than three-fourths of the states now have some form of student assessment effort planned or in place.

The national consensus supporting assessment was never more evident than in the report of the President's Education Conference, held in the fall of 1989. The conference's focus was public education. However, the governors expressed such deep concerns regarding accountability in higher education that an entire session was devoted to the topic. The governors' concerns were expressed by New Jersey Governor Thomas H. Kern (now president of Drew University) who stated, "There is a good deal of feeling among governors that higher education is not accountable—that what is driving it is not accountability, either academic or fiscal."[3]

Missouri Governor John Ashcroft, a member of the National Governor's Association Task Force on Education, has remarked, "The public has a right to know and understand the quality of undergraduate education that young people receive from publicly funded colleges. They have a right to know that their resources are being wisely invested and committed. We need more education for the money."[4]

For too long, higher education leaders have stonewalled on assessment saying, "Trust us. We know what we are doing or what we do cannot be measured." Those times are past.

One governor in an Education Commission of the States' study said, "You've got to give something to get something. The era of saying put the money on the stump and trust me is over."[5] Higher education must swap assessment for funding.

According to Peter Ewell, higher education is increasingly being viewed as a "public utility" in need of regulation.[6] In a time of declining resources, higher education officials must persuade governors and legislators that higher education is a strategic investment that is indispensable to a state's welfare.

State officials with whom Frank Newman, Executive Director of the Education Commission of the States, has talked are not enthusiastic about higher education. They are concerned about the absence of higher education as a player in the education reform movement. They have a growing concern about how effectively higher education is properly educating the nation's students.[7] The concern was restated at the Wingspread Conference in Racine, Wisconsin.

"Legislators and board members who press for accountability are from work places that have been radically and painfully reformed. They embrace the notion of continuous improvement. Why not higher education?"[8]

Dr. Kay McClenney of the Education Commission of the States believes we are at a fork in the road. If we do not act, others will decide for us.

"Down one path, increasing frustration with higher education can lead public policy makers toward greater prescription and intrusion; down the other, decentralized management and positive incentives are taken as the key to lasting improvements."[9]

Educational leaders must step up to the line and become accountable for the considerable public investment in higher education.

The change in regional accreditation criteria is the most practical reason for the new attention to institutional effectiveness. When the North Central Accrediting Association revised its standards in February 1990 to include institutional effectiveness measures, it was the last of the six regional accrediting bodies to demonstrate a commitment to outcomes-oriented accreditation.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS), which accredits southern colleges and universities, has been the vanguard leader in the educational reform movement. In 1984 SACS moved from process- to outcomes-oriented accreditation. Process-oriented accreditation measures quality in terms of enrollment, volumes in the library, and credential of faculty, which may or may not have anything to do with the quality of the educational experience. Outcomes-oriented accreditation measures quality in terms of student learning and success and addresses the question, "What impact has the college had upon the individual student or the community it serves?" Ready or not, community colleges must deal with institutional effectiveness as they seek to reaffirm their accreditation.

In addition to the reasons outlined above, institutional effectiveness has been embraced by many colleges because it improves the quality of teaching and learning and provides an opportunity to communicate past and present effectiveness. Institutions who have made a collegewide commitment to institutional effectiveness are willing to ask tough questions about how much their students are learning. When colleges focus on the content and the outcome of courses and programs, the teaching and learning process is enhanced. Further, many community colleges have learned that an outcomes-oriented evaluation process produces data that demonstrate a high degree of satisfaction with college programs and services.

In his book, *Assessing Institutional Effectiveness*, Peter T. Ewell of the National Center for Higher Education Management observes, "The underlying goal of any organization is to improve effectiveness."[10] The national emphasis on accountability provides the paradigm in which this goal of the community college can be realized.

2. The WHAT of Institutional Effectiveness

The definitions of institutional effectiveness range from the simple to the complex. Some argue that institutional effectiveness is just a new way of looking at planning and evaluation—"old wine in new wine skins." Historically, colleges have had offices of planning and offices of institutional research. However, too often planning has not been driven by a serious in-depth evaluation of the strengths and weaknesses of the college nor have the results of institutional research been used to measure the effectiveness of planning. The Commission on Colleges' (SACS) *Criteria* says, "Institutions have an obligation to all constituents to evaluate effectiveness and to use the results in a broad base continuous planning and evaluation process."[11]

Peter Ewell, who assisted the Commission on Colleges in the development of its *Criteria*, defines "Institutional effectiveness as the comparison of the results achieved to the goals intended."[12] The SACS *Criteria* concludes that institutional effectiveness is matching performance to purpose. All accredited institutions must define their expected educational results and describe how the achievement of these results will be ascertained.

Perhaps the most complete definition of effectiveness has been provided by the National Alliance of Community and Technical Colleges: "Institutional effectiveness is the process of articulating the mission of the college, setting goals, defining how the college and community will know when these goals are being met and using the data from assessment in an on-going cycle of planning and evaluation."[13]

The Council on Post-Secondary Accreditation makes the following statements about institutional effectiveness. "The quality of an educational process is related to (1) the appropriateness of its objectives; (2) the effectiveness of the use of resources in pursuing these objectives; and (3) the degree to which these objectives are achieved. Without a clear statement of what education is expected to provide, it is not possible to determine how good it is."[14]

A recent publication by the College of Education of the University of Michigan, *Making Community Colleges More Effective*, defines institutional effectiveness in terms of student success. This national study of community colleges concluded that student success is the ultimate measure of institutional effectiveness. Community colleges must become accountable for the quality and quantity of educational gains experienced by students as a result of college attendance.

The report says: Colleges with an orientation to student success view students as "whole persons" holding multiple roles and responsibilities. By virtue of their commitment to service and performance assessment, they come to know their students well. Virtually every institutional policy and practice—from class schedules, faculty office hours, student orientation, parking, child care, etc.—is carefully considered in relationship to student needs."[15]

A review of these definitions and observations about institutional effectiveness suggests that while the accountability movement incorporates many of the established educational processes and academic departments of colleges, it involves a new commitment at the governing board and executive administration level to ensure that college programs and resources are more effectively used to achieve the institution's purpose.

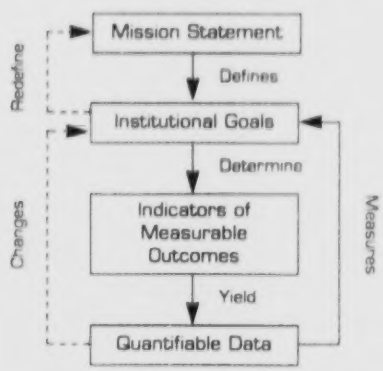
3. The HOW of Institutional Effectiveness

Accreditation criteria and state mandates allow considerable flexibility in how an institution organizes and implements a program of institutional effectiveness. In the October 1990 edition of *Change* magazine, Russell Edgerton outlined the broad scope of the assessment process when he observed, "It's a mindset that asks questions—good questions, hard questions, legitimate questions—about what and how much our students are learning."[16] For most colleges, it involves asking and answering three basic questions.

1. What is the mission (business) of our college?
2. What are the major results we expect from the achievement of the mission?
3. What specific evidence are we willing to accept that these results have been achieved?

The following model of institutional effectiveness developed by the National Alliance of Community and Technical Colleges outlines the basic components of an institutional effectiveness program. The Alliance model demonstrates the comprehensive, continuous, and connected nature of the institutional effectiveness process. It is a paradigm for organizing, managing, and evaluating an institution.

The Model of Institutional Effectiveness



Source: National Alliance of Community and Technical Colleges

Having agreed on an organizational structure, a college must embark on a long-range, systematic implementation plan. While the process for developing or operationalizing institutional effectiveness varies, it generally includes six basic steps.

1. *Establish a strategic planning process.* The college should agree on a comprehensive, inclusive planning process for agreeing on the vision, mission, and goals and ensuring attainment.
2. *Articulation of a vision and mission.* A college must clearly state its mission and agree on a clear image of the kind of institution it desires to be.
3. *Operationalize the planning process.* The responsibility for managing the planning process should be assigned to an appropriate unit of the college with the understanding that obtaining broad-based input is essential.
4. *Develop an evaluation system.* The institution must develop an evaluation system that measures the degree to which the college is attaining its action plan and indicators of effectiveness. This step has several subcategories:
   - *Identify critical areas of success.* Since a college is not likely to have the time or resources to effectively assess all aspects of its mission, efforts should be made to identify and measure the functions deemed to be most essential to mission attainment.
   - *Establish indicators and standards by which a college can evaluate its effectiveness in the identified critical areas.* The college community should agree on a short list of results, such as retention rates, placement data, and success of transfer students, results that demonstrate the effective attainment of the college mission. When indicators are identified, measurable standards for each indicator should be developed.
   - *Determine mechanisms for documenting if the established standards are met.* A variety of data sources will be required to evaluate college effectiveness. The data sources include
     - hard data (enrollment reports, licensure test results, transfer grades, assessment of majors, etc.)
     - surveys (written, telephone, interviews)
     - peer reviews (opinions of respected colleagues)
5. *Using data to improve effectiveness.* As indicated in the National Alliance model, the results of assessment enable the college to affirm its effectiveness in attaining its mission or provide data for corrective action. The cycle is repeated.
6. *Communicate the results.* The benefits of an institutional effectiveness program accrue more rapidly when a college develops a systematic plan for communicating the data from institutional effectiveness to internal and external constituents and funding agencies.

In addition to these basic organizational steps, a college must consider the following opportunities for ensuring the success of a collegewide institutional effectiveness program.

- Support of the president and trustees. Feedback from accreditation teams demonstrate the correlation between successful institutional effectiveness programs and the strong support and involvement of the governing board and the chief executive officer.
- Linkage of assessment to the college mission. Faculty and staff should be able to identify the correlation of daily assessment activities to the mission of the institution.
- Involvement of all units of the college. A sense of "ownership of the institutional effectiveness process by individuals and units within the college is essential to support and participation.
- Establishment of an organizational structure to monitor and report on effectiveness outcomes. A college must identify the assessment process and task individual faculty and staff with responsibility.
- Use assessment data for decision making. To ensure support of an institutional effectiveness process, the president and trustees should consistency demonstrate assessment data is used to make decisions and allocate resources.
- Adequately fund assessment activities. A comprehensive assessment process will require additional resources. The college communicates the value of assessment through adequate funding.

A basic element of an institutional effectiveness program is the establishment of indicators of effectiveness, benchmarks against which the college can measure its achievement of mission. In order to establish these benchmarks of performance, a college community must agree on the most important outcomes of mission attainment.

The Sloan School of Business of MIT developed an evaluation process for business and industry called *Critical Success Factors* (CSF) that can be useful to community colleges. The CSF process suggests that everything a business does is not of equal value. Critical Success Factors have been defined as the key elements that must go right for the organization to flourish and achieve its goals. A business should determine the activities most critical to its success and focus emphasis and resources on the critical areas.[17]

This process of focusing on mission-related issues can be applied to educational institutions. DeAnza College in California and Midlands Technical College in South Carolina have adapted the Critical Success Factors' model at the college level. In addition, the North Carolina Board of Community Colleges has applied the concept at the system level. For example, Midlands Technical College has identified six critical success factors and 19 indicators of effectiveness.

Institutional effectiveness measures used by colleges might include the following:

- success of transfer students at senior institutions
- placement rates of graduates
- satisfaction of employers
- satisfaction of students with programs and services
- impact of the institution on economic development

A 1993 AACC publication entitled *Core Indicators of Effectiveness*[18] outlines a process for measuring the effectiveness of community colleges. The task force of researchers and practitioners proposed seven core mission themes and 13 indicators that might serve as a "model" for measuring effectiveness. They follow.

Mission Theme 1.	Student Progress
Indicators	• Student Goal Attainment
	• Persistence (fall term to fall term)
	• Degree Completion Rates
Mission Theme 2.	Career Preparation
Indicators	• Placement Rate in the Work Force
	• Employer Assessment of Students
Mission Theme 3.	Transfer Preparation
Indicators	• Number and Rate Who Transfer
	• Performance After Transfer
Mission Theme 4.	Developmental Education
Indicators	• Success in Subsequent, Related Coursework
Mission Theme 5.	General Education
Indicators	• Demonstration of Critical Literacy Skills
	• Demonstration of Citizenship Skills
Mission Theme 6.	Customized Education
Indicators	• Client Assessment of Programs and Services
Mission Theme 7.	Community Development
Indicators	• Responsiveness to Community Needs
	• Participation Rate in Service Area

At best, models developed by consortia and other colleges can serve as a guide for a college developing its institutional effectiveness process. Each college must personalize the process and develop a model that is relevant to its mission, service region, and college values.

From their inception, community colleges have been results-oriented. They have, as a movement, measured success in terms of student learning and community impact. Before it was fashionable or required, community colleges regularly reported placement data, licensure exam scores, retention rates, transfer success, and economic impact. Therefore, it is not surprising that researchers like Peter

Ewell report community colleges to be more responsive to accountability mandates.

When data gathered from a mission-focused assessment program are presented to constituents, governing boards, and funding agencies, they have generally led to an enhanced reputation of the effectiveness of the two-year community college.

Perhaps more important than identifying the indicators of effectiveness and gathering data to demonstrate the achievement of the college's educational goals is how institutions, their governing boards, and governmental agencies use these data. Philip B. Crosby in his book *Quality is Free* observed, "It isn't what you find, it's what you do with what you find."[19]

To gain collegewide support of institutional effectiveness and to enhance the work climate of the institution, institutional effectiveness data must first be used for celebration—then for correction. Kouzes and Posner in their book *The Leadership Challenge* argue, "Cheerleading is a large part of the leader's function. Leaders are always on the lookout for people who are doing the right thing and in the right way so they can celebrate victory."[20]

Most colleges that have had extended experience with institutional effectiveness are pleased that the findings generally demonstrate educational results that bring commendation to the institution. The institution should look for ways to recognize individuals and departments that make significant contribution toward the achievement of the college's mission. However, when data demonstrate excessive cost, undesirable outcomes, and lack of correlation between resources and college mission, college leaders must be courageous enough to act. Otherwise, the planning and evaluation process will lack credibility.

4. Where is the institutional effectiveness movement in 1996?

A decade after its inception, institutional effectiveness has become firmly entrenched in the national agenda. Colleges and universities must continue to address this issue well into the twenty-first century.

Most states have accountability mandates. In 1985, only five states required accountability reporting from colleges and universities. Today that number exceeds 40.[21] All 33 states responding to an American College Testing survey said assessment is a priority for their state.[22]

Many states are attempting to tie funding to assessment outcomes. All six regional accrediting bodies have incorporated outcomes measures into their accreditation process.

More recently, several national educational associations have become proactive in responding to demands for accountability. The American Association of State Colleges and Universities, the American Association of Community Colleges, and the National Association of Universities and Land Grant Colleges have developed a joint Commission to address accountability. "Accountability reporting is the right thing to do. The credibility of the higher education community is suffering because of the lack of consistent, comparable information available to government policy makers and the public."[23]

Another evidence of the broadening impact of institutional effectiveness is the increasing involvement of trustees. The Pew National Trust has led an initiative to persuade trustees of America's colleges and universities that as trustees of an institution's mission they must play a vital role in ensuring that a college's performance matches its mission statement. "Trustees need to take more active responsibility for the performance of the institutions they are expected to govern."[24]

In spite of the universal impact of institutional effectiveness on colleges and universities, response from institutions is uneven. A national survey of 452 colleges and universities by the American College Testing organization found wide variance in institutional response to assessment.

- Twenty-five percent have not begun.
- Forty-three percent are in the initial planning and start-up phase.
- Twenty-five percent are in the implementation stage.
- Six percent are in the acceptance/utilization stage.[25]

A survey by the American Council on Education found that 90 percent of colleges are doing something on assessment. But, only one-third reported that they have integrated assessment into the culture at the college/university.[26]

Dr. Roger Peters, faculty member at Fort Lewis College in Colorado, purported to speak for many faculty when he said, "At my institution and those I've visited, assessment hasn't gotten more than 10 percent of faculty to change anything but the toner cartridges. We still haven't faced the conflict between the public's legitimate demands for convincing demonstrations of the value of college and faculties' professional expertise.[27]

The skepticism of some higher education leaders and college faculty results in part from the tendency of elected officials and policy makers to misuse or misapply assessment data. The old adage "If data can be misused, it will be" has proven prophetic. In a period of declining resources, federal and state officials have tended to use assessment data to criticize the imperfections of colleges and universities rather

than affirm their value. Policy makers have accused higher education leaders of "stonewalling" when they have been unable to produce simple, quantifiable data that can be used to compare or rank institutions.

Many states are attempting to tie funding to assessment results. New Jersey implemented and subsequently discontinued the practice. Tennessee, with mixed results, has been practicing "quality funding" for almost a decade.

Texas could not agree on a workable funding program. In the November/December 1994 edition of *Change*, Dr. Ken Ashworth reports on the effort of the Texas legislature to incorporate the assessment of results into the funding formula for public colleges and universities. The plan was to set aside from 5 to 10 percent of each college's budget to be "earned back" based on performance on 60 standards. The principal problem encountered was the inability to tie performance-based funding to the diversity of Texas colleges and universities.[28]

5. Where Do We Go From Here?

According to Peter Ewell, there can be no retreat on this issue. "We need to refashion self-regulation for the long haul, not just ride out the current storm."[29] The academic community must attempt to establish improved communications with elected officials and policy makers. "To date the academy's response has followed a predictable pattern. Externally it is characterized by a high toned rhetorical protest and behind the scenes no-holds-barred political counterattack. Its chief feature, in turn, is diagnosis of the problem as short term residing less in the realm of performance than public relations."[30]

Rather than resisting the movement, faculty and administrators must recognize the futility of resisting the responsibility of accountability and continue the process of defining and assessing the outcomes of higher education. The energy used in opposing accountability reporting could be better used in communicating to policy makers the complexity and elusiveness of quantifying the outcomes of educational processes.

Peter Ewell suggested two specific actions for colleges and universities:

- agree on a core body of skills that college students should possess and
- agree on a process of self-regulation among higher education colleagues.[31]

Ewell concludes his article with this charge: "The essential task of self-regulation is to help render what we actually do in our institution is consistent with what we have historically said we believe in."[32]

James Harvey agreed with Ewell when he said, "Higher education's best defense against regulatory intrusion is a convincing demonstration that it can live up the promises it has always been quick to make, but sometimes slow to keep."[33]

Admittedly, institutional effectiveness is a time-consuming and costly enterprise. In spite of the considerable investment of personnel and resources required of most institutions, the choice is no longer optional. Therefore, institutions should initiate a structured program of institutional effectiveness at the earliest possible time and look for practical outcomes, which include the following:

- clarification of mission
- improved use of resources
- identification of priorities
- improved performance
- increased return on resources invested
- enhanced reputation
- energized work environment

The *Resource Manual on Institutional Effectiveness* of the Commission on Colleges of Southern Association of Colleges and Schools concludes, "A self-evaluating organization has been described as an organization constantly in conflict with itself. Such tensions are worth enduring only if as a result, institutions overcome their resistance to change and provide positive incentives for faculty members and administrators alike to become involved in using evaluation results to improve programs and services."[34]

As a college initiates an effectiveness program, it should be remembered that the main purpose of evaluation is to improve the college for the benefit of its students. Community colleges should seize this opportunity to define effectiveness and use the results to improve programs and services and celebrate success.

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The Strategic Planning Process

Strategic planning is a process for reaching agreement on the actions and resources required to achieve a college's mission in today's changing educational environment. It prepares for future action, focusing on the relationship of the college to its environment and its constituents.

An effective planning process is simple, logical, flexible, cyclical; appropriately, it involves all stakeholders. These stakeholders include the board of trustees, community and business leaders, faculty, staff, and students. They participate from the outset of this year-long process to assess and update the college's strategic plan.

Elements of a Typical Strategic Plan

Most of these planning processes develop foundation statements: statements of *vision, values, mission,* and *role and scope*. These statements should be established before assessing a college's programs and services since they provide the basis for answering questions about the identity of the college.

- The *vision statement* describes an attractive, desirable, attainable future state of the college.
- The *values statement* represents a set of cultural criteria that describes the beliefs held by the college community.
- The *mission statement* outlines briefly the purpose of the institution, a statement that, to the extent possible, should be able to withstand evaluation.
- Finally, the *role and scope* describes programs and services that provide the means for achieving the mission.

The typical planning process also develops the following:

- **Major trends and assumptions**—data on the anticipated internal and external factors that will influence the future of the college and to which the college must respond.
- **An evaluation system**—a process that uses data to determine whether the college has accomplished its goals. The results from the college's annual action strategies and its standards of effectiveness could be used to determine the institution's progress toward achieving its stated goals.
- **Long-range goals**—broad descriptions of what the college must accomplish to fulfill its mission.
- **Priority initiatives**—the ways in which the college intends to meet its goals, ways that support its long-range goals.

The MTC Approach

The Midlands Technical College (MTC) planning process is conducted on a three-year cycle and projects strategic direction for a five-year period. The president, in consultation with the college's board of trustees, leads the strategic planning process.

Figure 1-1, the Strategic Planning Model, represents the college's cyclical planning process. Figure 1-2, the Planning Process Chart, illustrates the concept used to establish the foundation elements and is adapted from the work of Dr. Al Lorenzo, president of Macomb Community College.

Through an analysis of the college's internal strengths and weaknesses as well as external opportunities and

threats, MTC is better prepared to define its long-range goals and priority initiatives. The data used in this process are collected from a variety of sources, compiled by the college's institutional research office, and used to produce a statement of major trends (see Figure 1-3).

Figure 1-4, a 12-month calendar of events, outlines the year-long activities needed to produce the college's foundation statements and refine its goals and priority initiatives. It also lists the multiple college constituencies involved in each activity. The office of Assessment, Research and Planning (ARP) at MTC has been assigned to coordinate these activities. It is imperative that each college designate an individual or office to be responsible for guiding the process.

Discussions throughout the college and within the college service area are used to revise the statements of *vision*, *values*, *mission*, and *role and scope*. These discussions also focus on the long-range institutional goals and priority initiatives. Revisions to these statements, goals, and activities should be discussed internally at all levels.

At the same time, a strategic planning survey of institutional mission (Figure 1-5) that targets area business and community leaders, current students, and the college's board of trustees should be conducted. The results of the survey (Figure 1-6), along with faculty and staff recommendations, are provided to the college's senior administrators for consideration. Tables 1-1 and 1-2 show the results of community leaders' responses to the strategic planning survey of MTC's institutional mission.

It is essential that a communication network be established and maintained throughout this process of developing the college's foundation elements. An example of a communiqué to the college community, one that updates participants on the use of their input, is shown in Figure 1-7.

Finally, changes to the statements of *values*, *mission*, and *role and scope* should be approved by the institution's board of trustees. These statements, along with the statement of *vision*, long-range goals, and priority initiatives, constitute the college's strategic plan. As such, they form the foundation upon which annual action strategies are established.

Figure 1-1

Strategic Planning Model

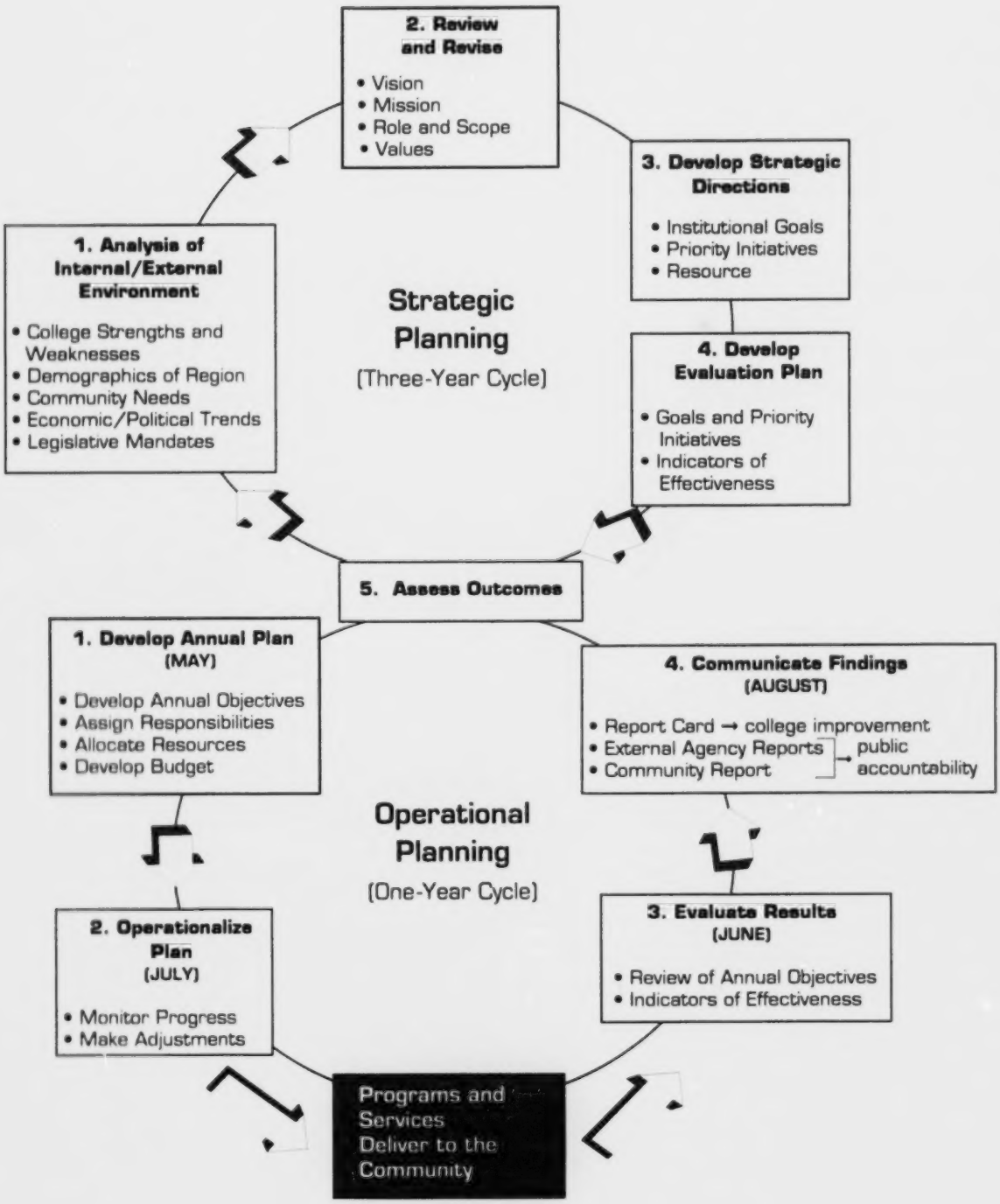


Figure 1-2

Planning Process Chart

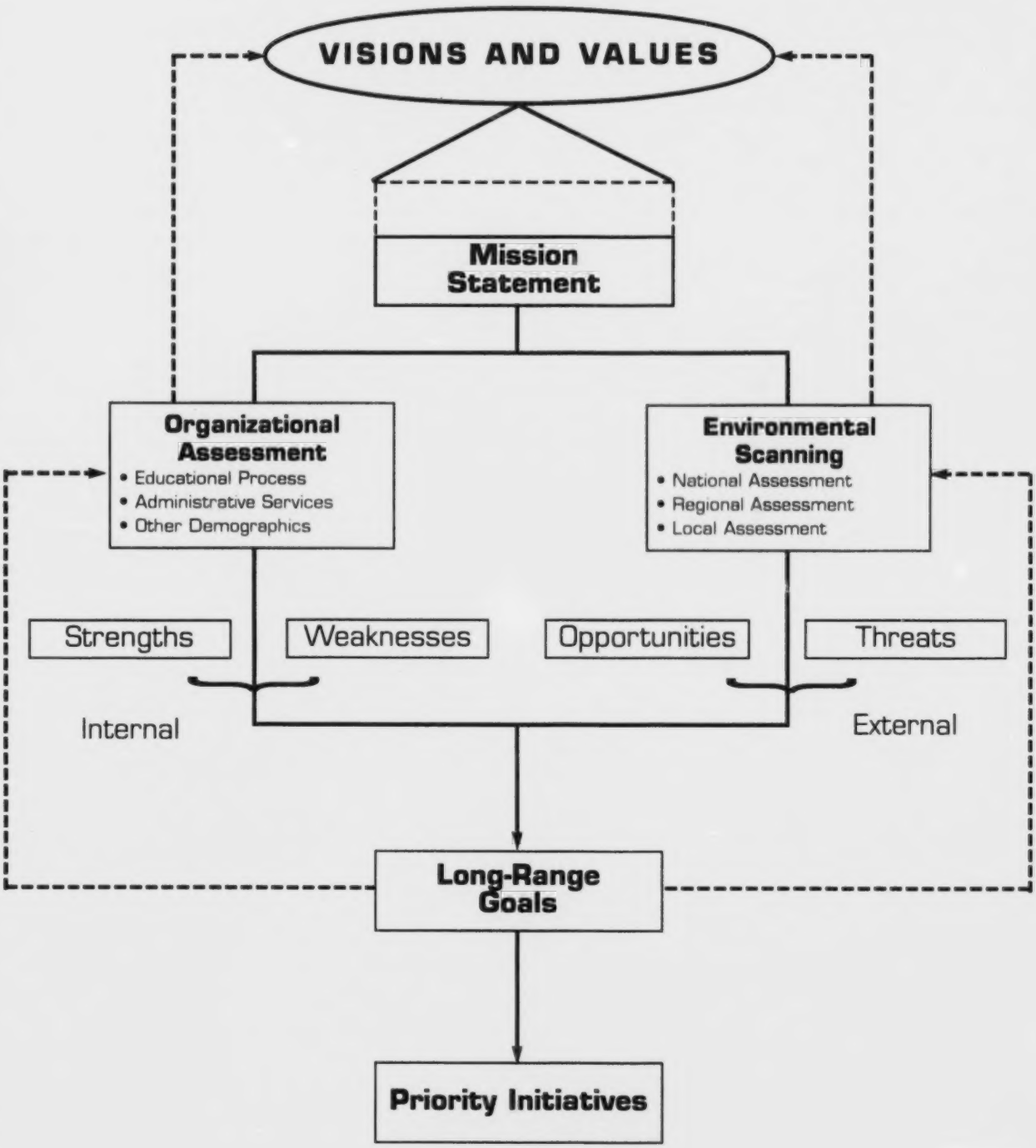
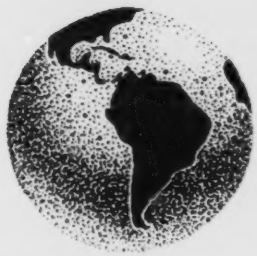


Figure 1-3

Statement of Major Trends



1 The rapid integration of evolving technologies will influence how people live, learn and work.

IMPACT ON MTC

- Changing delivery of programs and services
- Decentralization of instruction
- Changing curriculum and instruction
- Retraining of work force
- Acquisition of infrastructure to support technology needs

2 Global competition will demand increased educational competency.

IMPACT ON MTC

- Growing post-secondary enrollments
- Increasing industry/education partnerships
- Diversity of student academic preparation and college readiness
- Upgrading of general education skills
- Increasing collaboration among educational institutions

3 Changing political values will affect college resources and governance.

IMPACT ON MTC

- Greater competition for public resources
- Responding to restructuring in higher education
- Increased government influence in educational policy

4 The public will demand increased return on its investment in education.

IMPACT ON MTC

- Linking funding to outcomes
- Increased organizational efficiency
- Increased reporting requirements
- Higher consumer expectations

5 Changing public expectations will require greater flexibility in higher education.

IMPACT ON MTC

- Desire to achieve multiple goals
- Scheduling and delivery alternatives
- Increased voice in decision-making
- Promoting accountability and responsibility at the level of action

6 Higher education will assume a more active role in economic development.

IMPACT ON MTC

- Rapid response to business/industry needs
- Constant evolution of the curriculum
- Pressure to complete the college's long-range facility plan

Figure 1-4

MTC's 12-month Calendar of Events

DATES	ACTIVITY	GROUPS
August	• Review Process and Calendar of Events • Compile Environmental Scanning Data • Design Survey Instruments and Focus Group Methodologies	• Board of Trustees • Office of Assessment, Research, and Planning (ARP)
September	• Affirm Vision and Values	• Executive Council
September–October	• Conduct Informational Meetings with Constituent Groups	• ARP • Faculty Council • Staff Council (EA, SDS, BA, ADV, & CE Groups) • Student Ambassadors • Student Advisory Bd. • Others
October–November	• Conduct Surveys and Focus Group Meetings	• Board of Trustees • Foundation Board • Student Groups
November	• Consolidate Constituent Group Recommendations into Single Report	• ARP
December	• Review Consolidated Report and Finalize Recommendations	• Executive Council
December	• Consolidated Report Recommendations Distributed to Constituent Groups	• ARP • Executive Council • Constituent Groups
February	• Review Statements of Values, Mission, Role & Scope	• Executive Committee of the Board of Trustees
March	• Review and Approval by MTC Board of Trustees	• President
May	• Finalize "The Strategic Plan"	• Executive Council
July	• Review "The Strategic Plan"	• Board of Trustees
July	• Publish "The Strategic Plan"	• President • Advancement
August	• Go on College Retreat	• Board of Trustees

Figure 1-5

A Strategic Planning Survey of Institutional Mission

Listed below is a series of statements concerning functions performed at the college. Please indicate "how important you think it is for the college to provide each of these functions" and rate "how well the college is performing the function."

How important is it for the college to perform this function? 1=Very Unimportant 2=Unimportant 3=Neither Important or Unimportant 4=Important 5=Very Important		**How well is the college performing each function?** 1=Poor 2=Fair 3=Good 4=Excellent 5=No Opinion
1 2 3 4 5	Offer programs and services to prepare students for immediate employment upon graduation.	1 2 3 4 5
1 2 3 4 5	Offer associate degree programs so that students can transfer to a four-year college to continue their studies toward a bachelor's degree.	1 2 3 4 5
1 2 3 4 5	Offer courses and programs for citizens to enhance or upgrade their occupational skills.	1 2 3 4 5
1 2 3 4 5	Serve as a major resource in promoting economic development.	1 2 3 4 5
1 2 3 4 5	Offer instruction in basic reading, writing, and mathematics skills to prepare students for college-level work.	1 2 3 4 5
1 2 3 4 5	Provide services such as career planning, advisement, counseling, and academic survival skills to enhance student success in college.	1 2 3 4 5
1 2 3 4 5	Provide a comprehensive curriculum that links general education with technical education.	1 2 3 4 5
1 2 3 4 5	Offer courses and programs such as conferences, seminars, lectures, workshops, and other activities to meet the continuing professional education needs of the community.	1 2 3 4 5
1 2 3 4 5	Provide self-supporting continuing education programs that offer personal enrichment opportunities.	1 2 3 4 5
1 2 3 4 5	Deliver instructional programs off-campus.	1 2 3 4 5
1 2 3 4 5	Provide access to college education for students not traditionally served by higher education.	1 2 3 4 5
1 2 3 4 5	Participate in private fundraising activities to supplement public funding.	1 2 3 4 5

Figure 1-6
Results of the Strategic Planning Survey of Institutional Mission: Responses of Community Leaders

PURPOSE/METHODOLOGY

Midlands Technical College (MTC) conducted a survey of its Commission and local business and governmental leaders to obtain input regarding the relevance of the programs and services offered at MTC. This input is one of several evaluation measures used to update the college's statements of Vision, Values, Mission, and Role and Scope through its strategic planning process.

A total of 169 leaders were mailed a survey that asked them to rate the importance of twelve functions performed by the college and to rate how well the college is performing each function. The twelve functions reflected the college's statements of Vision, Values, Mission, and Role and Scope. Eighty-five surveys were completed and returned for an effective response rate of 50 percent.

Respondents were asked to rate the importance of each function using a scale of 1=Very Unimportant to 5=Very Important. Respondents rated how well the college performed each function, on a scale of 1=Poor to 4=Excellent, with 5=No Opinion. Table 1-1 reflects the type of table used in surveying opinions of community leaders. Table 1-2 presents the mean rating of the responses.

RESULTS

- Community leaders rated "Offer programs and services to prepare students for immediate employment upon graduation" as the most important function of the college. They also rated it "excellent" when asked how well the college was performing the function.

- Four of the five functions indicated as being most important for the college to perform, were rated in the top five with regard to the college's performance. They included "Offer programs and services to prepare students for immediate employment upon graduation," "Offer courses and programs for citizens to enhance or upgrade their occupational skills," "Provide a comprehensive curriculum that links general education with technical education," and "Provide access to college education for students not traditionally served by higher education."

- Only two functions, "Deliver instructional programs off-campus," and "Participate in private fundraising activities to supplement public funding" received mean performance ratings below 3.0 (Good). These functions were two of the three functions rated the least important by the respondents.

CONCLUSIONS

- Overall, the results of the survey suggest that Commissioners and local governmental and business leaders believe that the college is effectively performing the functions that the community perceives as being most important.

- The functions viewed as most important by the community are also the highest priority for the college. Therefore, the Vision, Values, Mission, and Role and Scope statements of the college are reflective of community emphasis.

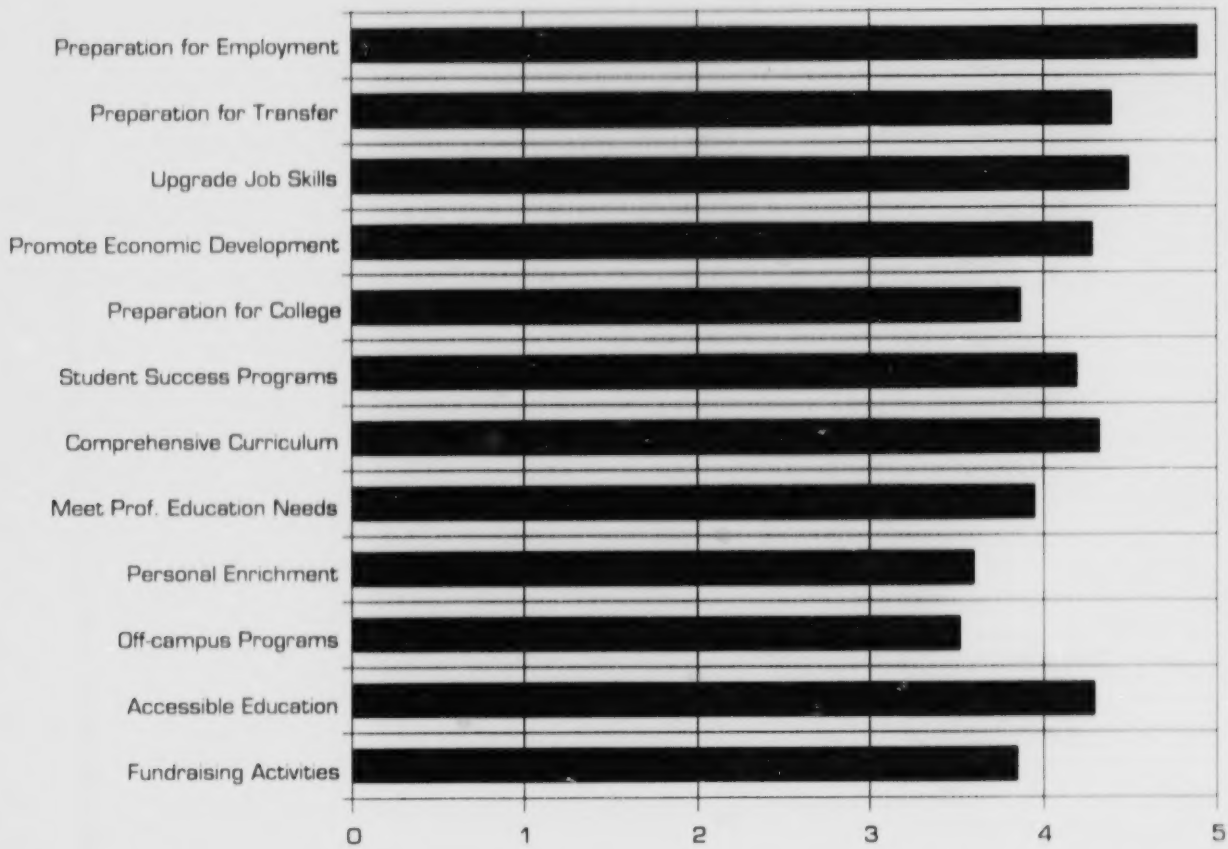
- Efforts should be initiated to further evaluate the college's performance on two functions: "Deliver instructional programs off-campus" and "Participate in private fundraising activities to supplement public funding."

Table 1-1
Responses of Community Leaders to the Question, "How Important is it for the College to Perform this Function?"

Function	RESPONSE										TOTAL	
	Very Unimportant		Unimportant		Neither Important or Unimportant		Important		Very Important			
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN
Preparation for employment												
Preparation for transfer												
Upgrade job skills												
Promote economic development												
Preparation for college												
Programs for student success												
Comprehensive curriculum												
Meet professional educ. needs												
Personal enrichment												
Off-campus programs												
Accessible education												
Fundraising activities												

Table 1-2

Results of the Responses by Community Leaders: Mean Ratings for the Importance of Each Function



1= Very Important
2 = Unimportant
3 = Neither Important/Unimportant
4 = Important
5 = Very Important

Figure 1-7
An Example of a Communiqué to the College Community

Dear College Community:

During the past several months I met with you to solicit input regarding the college's statements of Vision, Values, Mission, and Role and Scope. We engaged in a thorough review of the existing statements and your suggested revisions for Executive Council consideration. I was extremely impressed with the thoughtful, insightful, and serious manner each of you brought to this project and the excellent suggestions that emerged. This letter will review the actions taken by Executive Council, provide you with a draft of the revised statements, and delineate the next steps in the strategic planning process.

Overall, Executive Council deleted the use of "Midlands or Central Midlands" from all statements except the Mission. SACS and other accrediting bodies will require this specific descriptor. Executive Council also followed your suggestion and used "senior colleges and universities" in all parts of the documents. The revisions to each document are discussed separately.

VISION STATEMENT — A majority of the college had concerns about the lack of definition for "region" and the use of "seamless" in the statement. Executive Council agreed and deleted both references. You also felt that the second paragraph was awkward. Your revisions were incorporated.

VALUES STATEMENT — Your suggested revision for the introductory paragraph was accepted and the reference to "facilities" was omitted from this statement but is included in the college's long-range goals. Several changes were made in the individual components that are consistent with your recommendations. First, "Excellence to Education" has been retitled to create parallel structure and the description has been reworded. Second, Executive Council kept the title "Commitment to Faculty and Staff" but reworded the description to include the entire college community. Finally, the phrase "work and learning" was kept in the "Quality Campus Environment" component. Executive Council believes that deleting these descriptors would significantly change the intent of the component.

MISSION STATEMENT — This statement remained basically unchanged. The final sentence was revised based upon your suggestion.

ROLE AND SCOPE STATEMENT — The introductory sentence was changed to reflect your input. Several changes were initiated to the components. Revisions to "College-Level Credit Programs" resulted in deleting sentence 2 and now reflect the transfer nature of courses rather than associate degrees. "Student Development Programs and Services" was revised to reflect the spirit of the changes suggested. Finally, your revisions to the second sentence of "Economic Development Programs" was incorporated.

Any additional input regarding the four attached statements should be forwarded to my office. Executive Council members will begin meeting with their direct reports to review and update the colleges' Planning Assumptions, Long-Range Objectives, and Priority Initiatives. Input from Faculty and Staff Councils' will be provided through their Executive Council Liaison. The review of the planning assumptions, objectives, and priority initiatives will be conducted through March 1995.

Sincerely,

Dorcas A. Kitchings
Director of Assessment, Research and Planning
Midlands Technical College

Foundation Elements of a Strategic Plan

When developing the foundation statements of *vision, values, mission, role and scope,* and goals for a college's strategic plan, it is critical to gain the consensus of all participating college groups. Regardless of what process is used to reach agreement, these foundation elements must be fully understood and supported by the entire college community. As a practical matter, the vision and the mission of the college must be clearly defined and accepted before any operational tasks are addressed.

Although a number of processes can be used to help a college develop these foundation elements, no single way can be cited as *the* best way. The inclusion and participation of the entire college community is more important than the methodology used to create the strategic plan.

The MTC Process

The criteria discussed in Step One led to the establishment of MTC's foundation elements. The examination of these statements initially began in conjunction with the college's reaffirmation process. They are now reviewed during the college's three-year strategic planning cycle. Each foundation statement—*vision, values, mission,* and *role and scope*—underwent scrutiny by a broad spectrum of the college community. A brief description of each of these statements is provided in Step One.

The process used to develop these statements consisted of an ongoing discussion throughout the college community. This discussion related to the philosophical role of a technical college, who Midlands Technical College is at this point in time and who it should become, and how the college should proceed to achieve these stated goals.

The college constructed several mechanisms to encourage the open exchange of ideas regarding the appropriate wording for the foundation elements. These mechanisms included survey questionnaires, focus groups, and a series of task forces. Survey and focus group discussions were conducted with numerous college constituencies. Their input was solicited about the college's mission, its current level of performance, and their level of satisfaction with the college's programs and services.

Task forces—comprising senior administrators, mid-level managers, staff members, and students—were created to summarize the results of these discussions. They prepared reports that were submitted to senior administrators for review. The college president kept the board of trustees informed as to the progress made on developing the foundation statements. For each statement, the executive council—consisting of the president and vice presidents—reviewed and edited the document. It was then returned to the college community for further discussion and input. This process continued throughout the initial phases of developing the strategic planning document until all groups were satisfied with the results.

The college's executive council then drafted long-range goals and priority initiatives. The documents were again shared with and reviewed by the various college constituencies until consensus was reached. The foundation statements, institutional goals, and priority initiatives were then compiled to form the institution's strategic plan.

MTC's strategic plan is published and widely shared with the college's internal and external communities. All ele-

ments of this document have remained unchanged throughout the entire strategic planning cycle. Annual action strategies are developed from the plan's priority initiatives.

The following figures are current versions of the college's foundation statements. Figure 2-1 highlights statements of *vision* and *value*. Figure 2-2 depicts statements of *mission* and *role and scope*. Figure 2-3 lists the college's institutional goals from 1995 to the year 2000. Figure 2-4 shows the priority initiatives—the action items associated with each of the college's nine long-range goals—for the same period of time.

Figure 2-1

Statements of *Vision* and *Values*

STATEMENT OF VISION

Midlands Technical College will be a leading community college, recognized for excellence in education and student success. The college will be a primary choice of citizens preparing for the job market, pursuing career advancement opportunities, and seeking to transfer to senior colleges and universities. Partnerships with area schools, business groups, and governmental agencies will contribute to an educational system that enhances the economic development and quality of life in the region.

The college will be recognized nationally for its ability to provide quality teaching, customer service, student development programs, research-based evaluation of programs and services, and innovative technology to its community.

STATEMENT OF VALUES

Midlands Technical College respects the diversity of its student body and recognizes the worth and potential of each student. Therefore, the college affirms the following values and beliefs:

COMMITMENT TO STUDENTS

Belief in the priority of providing the finest instruction, resources, and support services to enhance the growth and development of our students

COMMITMENT TO EXCELLENCE IN EDUCATION

Belief in providing, with accountability, educational programs and student support services

CONTRIBUTION TO COMMUNITY

Recognition of the importance of enhancing the economic vitality and quality of life for all citizens of the community

COMMITMENT TO ACCESS AND DIVERSITY

Belief that the college will provide access to programs and services to students who may benefit and that the college should represent the diversity of the community

COMMITMENT TO FACULTY AND STAFF

Recognition of the importance and contribution of all individuals who collectively create a positive learning environment. All members of the college community should have the opportunity to enhance their potential for purposeful, gratifying, and productive lives.

QUALITY CAMPUS ENVIRONMENT

Recognition of the importance of providing a work and learning environment that is characterized by integrity, clear communications, open exchange of ideas, involvement in decision making, and respect for all individuals

Figure 2-2

Statements of *Mission* and *Role and Scope*

STATEMENT OF MISSION

Midlands Technical College is a comprehensive, public, two-year community college serving the Central Midlands of South Carolina. College programs and services provide accessible, affordable, high-quality post-secondary education that prepares students to enter the job market, allows them to transfer to senior colleges and universities, and assists them in achieving their professional and personal goals. Through its programs and services, the college equitably provides higher education opportunities and supports the economic growth of the community.

STATEMENT OF ROLE AND SCOPE

The college implements its mission through a clearly defined set of programs and services that include the following:

COLLEGE-LEVEL CREDIT PROGRAMS

The college offers credit courses leading to associate degrees, diplomas, and certificates in technical, occupational fields, and designed-to-transfer majors.

CONTINUING EDUCATION PROGRAMS

The college provides professional and occupational development to individuals, businesses, industries, and government and health agencies. A variety of self-supporting, non-credit activities for personal enhancement are also available.

STUDENT DEVELOPMENT PROGRAMS AND SERVICES

The college offers developmental programs and services to enrolled and prospective students to increase their chances for success and enhance their potential for personal, educational, and professional growth.

ECONOMIC DEVELOPMENT PROGRAMS

The college promotes the economic development of the region by providing work force training for new and expanding industries as well as for transfer of technology to developing companies. The college also supports economic development agencies by assisting in the recruiting of businesses and industries to the area.

ACCESS PROGRAMS AND SERVICES

The college provides special recruitment, counseling, and evaluation services that increase access for students not traditionally served by higher education.

Figure 2-3

MTC's Institutional Goals: 1995–2000

1. Revise, enhance, and develop the curricula to meet the needs of the community, including changing technology in the workplace, increasing demands for broadly educated citizens, and continuing enrollment of underprepared students.
2. Enhance student learning through excellence in teaching, student support services, and innovative instructional delivery systems.
3. Maintain and refine support systems for enhancing student success.
4. Support the college's commitment to access, equity, and diversity.
5. Strengthen commitment to excellence through employee satisfaction, professional development, excellent support services, and a high-quality work environment.
6. Provide sufficient, high-quality facilities and equipment to support the college's programs and services.
7. Strengthen college processes that enhance quality, demonstrate effectiveness, and ensure public accountability.
8. Seek additional resources to support the college's mission.
9. Make strategic decisions in the distribution of limited resources to maximize productivity and efficiency.

Figure 2-4

MTC's Priority Initiatives: 1995–2000

GOAL 1

Revise, enhance, and develop the curricula to meet the needs of the community, including changing technology in the workplace, increasing demands for broadly educated citizens, and continuing enrollment of underprepared students.

PRIORITY INITIATIVES

- Develop or reconfigure curricula as appropriate to expand educational options for students, such as incremental academic awards, alternative career paths within a core academic major, and certificate programs
- Expand use of computers across the curriculum
- Expand partnerships and collaborations with public schools, businesses and industries, senior colleges, and governmental agencies
- Refine entry and progression standards in each academic major to maximize student success, including success in progressing from developmental studies to curriculum courses and success in progressing through courses within the major
- Expand instructional effectiveness measures, including evaluations of academic programs and courses, needs analysis, and classroom research
- Continue a strong commitment to educating and retraining a highly skilled technical work force
- Continue School-to-Work program and Tech Prep with secondary schools
- Increase the usefulness of advisory committees in the process of curriculum review and design

GOAL 2

Enhance student learning through excellence in teaching, student support services, and innovative instructional delivery systems.

PRIORITY INITIATIVES

- Establish a resource center for teaching excellence
- Expand faculty research that evaluates and improves the teaching and learning process
- Expand the use of instructional technology to allow flexibility in the scheduling and instruction of courses and to increase student access and success
- Develop and implement effective discipline-based academic training and professional development programs for adjunct faculty
- Continue development of a high-quality library and instructional media collection
- Improve recruitment procedures that can effectively attract high-quality faculty and staff
- Expand the use of technology to further develop and refine admission and registration processes, including voice response and student on-line systems
- Develop and adopt a formal technology planning process for the college

GOAL 3

Maintain and refine support systems for enhancing student success.

PRIORITY INITIATIVES

- Develop a comprehensive student orientation program
- Continue refinement of entry services to students such as admissions, student assessment, academic advising, student success seminars, counseling, registration, financial aid, and information services
- Develop and implement support service strategies such as academic alert and intervention systems and processes, strategies that increase student success, retention, and graduation rates
- Involve students in the college community by providing appropriate student organizations, activities, publications, and opportunities for interaction with faculty, staff, and peers outside of class

Figure 2-4 (continues)

- Maintain and expand academic support services such as library, writing centers, and tutorial services
- Establish a program for volunteer tutors in specified academic disciplines
- Improve academic advisement through methods such as increasing computer access to advisement information and improving and expanding training for advisors
- Implement computer safeguards in support of effective developmental academic advising and student self-scheduling for registration
- Enhance support services that assist students in obtaining child care, alternative financial support, and transportation
- Implement measures to determine reasons for student attrition and strategies for enhancing student goal completion
- Create a campus environment that is involving, conducive to student learning, and inclusive of diverse student populations

GOAL 4

Support the college's commitment to access, equity, and diversity.

PRIORITY INITIATIVES

- Fully implement targeted recruitment and support programs that promote the enrollment and retention of underrepresented and underprepared student populations
- Enhance counseling and educational support programs for individuals who need retraining
- Include cultural pluralism in the curriculum, professional development activities, and student co-curricular programming
- Ensure service, quality, and access to facilities for individuals with disabilities
- Implement a professional development program for faculty and staff to provide necessary support for working with students with special learning needs or disabilities
- Refine and implement hiring practices and procedures that actively recruit underrepresented faculty and staff
- Develop and implement alternative delivery systems, including distance education, and provide required support services

GOAL 5

Strengthen commitment to excellence through employee satisfaction, professional development, excellent support services, and a high-quality work environment.

PRIORITY INITIATIVES

- Seek external funding in support of professional development
- Increase college funds to support professional development activities
- Provide employee recognition, rewards, and opportunities for advancement
- Promote a sense of college community through lectures, performances, wellness programs, cultural pluralism, and other activities
- Design and implement an effective, mandatory orientation program for new faculty and staff
- Improve collegewide communications of timely, accurate information
- Review human resources and administrative support services to determine adequacy
- Maximize opportunities for employees and students to engage in the decision-making process and promote front-line leadership

Figure 2-4 (continues)

GOAL 6

Provide sufficient, high-quality facilities and equipment to support the college's programs and services.

PRIORITY INITIATIVES

- Continue to renovate and refurbish existing facilities to enhance utilization
- Obtain funding for the construction of a classroom building on the Airport Campus and a student center and parking facility on the Beltline Campus
- Expand the college's technology infrastructure to include upgrading academic access to campuswide computer networking and providing user-friendly access to mainframe computer systems and data
- Implement a computerized maintenance management system to facilitate preventive and unplanned maintenance and to ensure efficient customer service
- Continue improvements in physical campus appearance through landscaping and grounds maintenance
- Expand college facilities to meet increasing student enrollment through the phased construction of a regional Northeast Campus
- Emphasize the classroom as a critical instructional resource, keeping all classrooms well-maintained and supplied
- Continue enhancement of administrative computing capabilities

GOAL 7

Strengthen college processes that enhance quality, demonstrate effectiveness, and ensure public accountability.

PRIORITY INITIATIVES

- Develop a process for measuring the effectiveness and efficiency of administrative services
- Continue to expand and refine the general education core-evaluation process
- Enhance and expand the program review process
- Improve the effectiveness of academic program advisory committees
- Take a leadership role in determining how to define the effectiveness of the community college
- Refine methods to collect, access, and disseminate research data across the college
- Comply with all mandated planning, accountability, and institutional effectiveness requirements
- Refine the student cohort tracking system to provide information on student goals and retention and to identify and improve students' success in specific courses and programs
- Adopt and integrate the philosophy, concepts, and principles of continuous quality improvement into the college's programs and service delivery systems
- Pilot and implement the electronic transfer, download, and application of secondary and post-secondary transcript information from other institutions into the MTC database and vice versa

GOAL 8

Seek additional resources to support the college's mission.

PRIORITY INITIATIVES

- Increase private foundation and alumni support and continue to pursue public and private grant funds
- Develop and implement strategies to increase state funding support of technical colleges and provide for additional faculty and staff positions
- Continue to work with county councils to ensure full funding of facility operations and construction budget requirements
- Review and revise the long-range plan for use of student capital fees

Figure 2-4 (continues)

- Seek ways to increase non-Title IV funding of student financial aid, including grants and scholarships
- Optimize opportunities to increase auxiliary service revenues

GOAL 9

Make strategic decisions in the distribution of limited resources to maximize productivity and efficiency.

PRIORITY INITIATIVES

- Increase the use of effectiveness data for decision making and allocation of resources
- Explore alternative staffing options for program and services delivery such as outsourcing, part-time and paraprofessional personnel, and limited performance-based controls
- Review and refine the college's budgeting and allocation process
- Implement technology-based solutions that simplify administrative procedures and processes, enhance efficiency and customer service, and increase access to college databases.
- Continue to ensure fiscal accountability by operating within available resources, utilizing accounting practices that produce positive audit results, and seeking certification of annual external financial reports by the Government Finance Officers Association
- Implement a proactive residency status notification process via system-generated letters

The Operational Planning Process

Operational planning is an ongoing process that provides the details for translating a college's priority initiatives into action plans. In the spring, each department of a college should develop a set of annual action strategies for the next fiscal year, which begins on July 1. The department or unit's objectives and action plans should then be reviewed by the appropriate vice president or director to ensure these objectives and action plans support the college's goals and priorities.

All stakeholders of the college participate in identifying action strategies that will move the college toward achieving its priority initiatives. While each activity must directly relate to a priority initiative, a large number of priority initiatives will preclude the college from developing action strategies for each priority initiative. However, all of the priority initiatives should be addressed during some point in the three-year planning cycle.

The MTC Approach

This process has led MTC to develop an annual budget and resource allocation plan. College resources are committed to implementing the strategic plan, which shows the college community that the board of trustees and the college president strongly support enhanced institutional effectiveness.

To better define the tasks that must be accomplished during a given year, MTC prepares and distributes an annual *Assessment Activities Plan*. This plan

- identifies collegewide action strategies
- shows the dates when major planning and assessments activities will occur
- lists the standards for the Indicators of Effectiveness
- delineates the external, mandated assessment reports that must be completed during the year

The operational planning document is compiled in the following way.

1. An action strategies form (see Figure 3-1) is used by MTC's divisions when they submit their annual action strategies to the office of Assessment, Research and Planning (ARP). These action strategies must be related to one of the college's priority initiatives.
2. Additional input from each unit of the college is obtained by working with leadership organizations such as the staff and faculty council.
3. The office of ARP then compiles the suggested work activities into a list of annual action strategies.
4. The office of ARP also drafts an annual assessment and planning activities calendar. (See Figure 3-2.) This calendar outlines the major planning and data-collection activities for the college. The college's executive council establishes a series of planning dates that are devoted to the following:
   - establishing the annual operational plan for the next year
   - reviewing the results of the previous year's action strategies
   - making mid-year adjustments to activities and resource allocations based on circumstances that were unforeseen during the planning phase
   - discussing the implications and changes initiated due to the assessment's findings

Submission dates for reporting on the annual action strategies and providing mandated assessment reports are included in the calendar.

5. The standards for the Indicators of Effectiveness plus the component plan and time schedule for completing externally mandated reports—the final sections of the plan—are developed. The wording of the standards of effectiveness are established for three years, so longitudinal data can be collected.
6. A draft of the operational plan is then reviewed and finalized by the college's executive council and distributed to all appropriate members of the college community.

MTC's *Assessment Activities Plan* outlines the majority of collegewide assessment activities. Thus, it serves as a road map for the completion of year-long responsibilities and activities.

Figure 3-1

MTC's Annual Action Strategy Form

Division: _____ **Date:** _____

Action Strategy:

1. List the college's priority initiative that this action strategy will assist in accomplishing.

2. List the actions/implementation procedures necessary to accomplish this objective, with anticipated start and completion dates.

3. Identify specific resources required to carry out the action plan.

4. Specify the measurement criteria and anticipated outcomes you will use to measure your success in achieving this objective.

5. Indicate any other divisions/programs that will be directly affected by this action plan and how the coordination between/among programs will be accomplished.

Figure 3-2

MTC's Annual Assessment and Planning Activities Calendar: 1995–1996

DATE	ACTIVITY
July 15, 1995	1994–1995 Institutional Effectiveness (IE) Report Finalized
August 1995	MTC Commission Retreat
September 28, 1995	Executive Council Workday
October 1995	Revise the 1995–1996 Budget
November 1995	Initiate 1996–1997 Budget Process
November 17, 1995	Executive Council Workday
January 1996	Submit Revisions of IE Component Plan to Commission on Higher Education
February 7, 1996	Executive Council Workday
February 23, 1996	Request for 1995–1996 Progress Reports Distributed by ARP Office
April 26, 1996	Executive Council Submits 1995–1996 Progress Reports (Action Strategies and Indicators) to ARP Office
April 30, 1996	Revisions to CHE Planning Report Due to ARP Office
May 1996	1996–1997 Budget Approved by MTC Commission
May 1996	Planning Report to CHE
May 17, 1996	CHE Institutional Effectiveness Reports Due to ARP Office
June 12, 1996	Executive Council Planning Day (Progress on 1995–1996 Action Strategies and Indicators and Review of 1996–1997 Action Strategies)
June 21, 1996	1996–1997 MTC Assessment Activities Plan Published
June 28, 1996	All 1995–1996 IE Reports Due to State Board for Technical and Comprehensive Education
July 19, 1996	1995–1996 Institutional Effectiveness Report Card Published
August 1996 (TBA)	MTC Commission Retreat

Developing an Evaluation System: MTC's Methodology

Offering more benefits than traditional strategic and operational planning alone, institutional effectiveness also requires a comprehensive evaluation system that measures the results of the college's programs and services. While strategic planning produces an operational blueprint for a college, institutional effectiveness relies fundamentally on an outcomes-based assessment of actual achievement as compared to intended results.

Given the complexity of a college's myriad functions, this evaluation should be limited to the most important elements of the strategic and operational plans. MTC used a modified Delphi Process to establish the most important benchmarks in tracking the institution's progress and successes.

MTC's Critical Success Factors

To determine if actual performance matched the institution's plans and intentions, MTC implemented a process known as *Critical Success Factors*. Six factors were identified that, if achieved, would be accepted by the college as positive proof of its effectiveness. They include the following:

1. Accessible, comprehensive programs of high quality
2. Student satisfaction and retention
3. Post-education satisfaction and success
4. Economic development and community involvement
5. Sound, effective resource management
6. Dynamic organizational involvement and development

Measuring MTC's Performance

MTC's Indicators of Effectiveness

To monitor and measure how well the college is performing relative to each *Critical Success Factor*, MTC established Indicators of Effectiveness for each factor. The most important expected outcomes, they represent a comprehensive evaluation of the college's programs and services.

To determine the appropriate indicators and their associated standards, MTC asked two questions:

- What do we want the results of effectiveness to be?
- What specific evidence are we willing to accept that the results have been achieved?

A variety of collection devices were and are used to compile quantitative and qualitative results of the college's performance. A matrix of MTC's *Critical Success Factors* and indicators of institutional effectiveness is provided in Figure 4-1. The basic structure of a *Critical Success Factor* is outlined in Figure 4-2. Figures 4-3–4-8 depict MTC's current indicators of institutional effectiveness for each of its six *Critical Success Factors*.

(Note: Because figures 4-3–4-8 address several indicators for each success factor, they have been labeled accordingly. For example, the figure outlining the discussion of indicator A-1, Access and Equity, as it relates to its *Critical Success Factor* is labeled in the following way:

Figure 4-3 (A-1), where 4 designates the step number, 3 refers to the third figure within this step, and (A-1) refers to indicator A-1.

The Measurement of Outcomes for Effectiveness Indicators

The expected outcomes for Indicators of Effectiveness are measured in the following major areas:

- Assessment of academic majors
- Assessment of student services
- Achievement in general education
- Criterion-based assessment
- Support of economic development
- Entry testing and course placement
- Tracking of student success through course sequencing
- Classroom research
- Retention to achievement of student goals
- Articulation and transfer
- Acquisition of public and private resources
- Facility adequacy
- Distribution of resources

Each indicator of success is measured against a corresponding set of criteria known as *standards*. The institutional effectiveness process that MTC has developed permits the constant renewal and revision of these standards as an integral part of the process. Sources of MTC's standards of success include existing national or regional criteria, accreditation standards, national competency exams, and empirical institutional data.

MTC's Instruments for Assessing and Collecting Data

Examples of instruments for assessing and collecting data for Indicators of Effectiveness are also provided in this section. These instruments for data collection are the heart of the evaluation process and represent what the college does on a daily basis to make its effectiveness system relevant to the activities taking place within the institution. Figures 4-9, 4-10, and 4-11, for example, are the MTC forms used to collect the college's progress on its action strategies, Indicators of Effectiveness and other assessment activities. These forms capture the information reported in the college's *Annual Report Card*.

Figures and 4-12, 4-13, and 4-14 depict the following evaluation models, which provide a detailed description of the process and the tools used for data collection.

- Figure 4-12 is a model for Academic Program Review, i.e., the results achieved on the standards for Indicators of Institutional Effectiveness.
- Figure 4-13 is a model for Assessing Student Development Services.
- Figure 4-14 is a model for Assessing Student Retention.

These figures include surveys of students, alumni, employers, and an advisory committee; program review data; and student retention data. For a complete list, please refer to the Figures and Tables list in the front section of this report.

Figure 4-1

MTC's Matrix of Critical Success Factors and Indicators of Institutional Effectiveness

CRITICAL SUCCESS FACTORS	INDICATORS OF INSTITUTIONAL EFFECTIVENESS			
-A- Accessible, Comprehensive Programs of High Quality	A-1 Access and Equity	A-2 Achievement in General Education	A-3 Assessment of the Academic Major	A-4 Successful Articulation/ Transfer
-B- Student Satisfaction and Retention	B-1 Accurate Entry Testing and Course Placement	B-2 Retention to Achievement of Student Goals	B-3 Student Satisfaction	B-4 Assessment of Student Services
-C- Post-Education Satisfaction and Success	C-1 Graduate Employment/ Continuing Education	C-2 Employer Satisfaction with Graduates	C-3 Alumni Satisfaction and Support	
-D- Economic Development and Community Involvement	D-1 Education in Support of Economic Development	D-2 Positive Community and College Interaction		
-E- Sound, Effective Resource Management	E-1 Acquisition of Public/Private Resources	E-2 Facility Adequacy, Use, and Condition	E-3 Distribution of Resources	
-F- Dynamic Organizational Involvement and Development	F-1 Ongoing Professional Development of Commission, Faculty, and Staff	F-2 Affirmative Action Plan	F-3 Support for Equity in Employee Salary/Benefits	

Figure 4-2

The Basic Structure of a Critical Success Factor

1. **INDICATOR OF INSTITUTIONAL EFFECTIVENESS:**
   - An expected outcome of the college's mission
2. **PERFORMANCE STANDARDS:**
   - A benchmark against which to measure performance
3. **DATA SOURCES:**
   - Sources to be used by the college to collect data
4. **SUPPORTING OFFICES:**
   - Identification of offices within the college that are responsible for collecting and synthesizing data. The primary office is listed first.

Figure 4-3 (A-1)

Critical Success Factor A: Accessible, Comprehensive Programs of High Quality

1. **INDICATOR A-1: Access and Equity**

2. **PERFORMANCE STANDARDS:**

   - The percentage of gender and race of the student body at the college will be at parity with the composition of the community.
   - In target curriculum courses, success rates of students who complete developmental courses should be at least 85 percent of success rates of students who were not required to enroll in developmental courses.
   - The percentage of graduates will be within 5 percent parity with the composition of the community.

3. **DATA SOURCES:**

   - Student Information System Enrollment Reports
   - Student Information System Database
   - MTC Fact Book
   - Integrated Postsecondary Education Data Reports

4. **SUPPORTING OFFICES:**

   - Advancement (primary)
   - Education
   - Assessment, Research and Planning

Figure 4-3 (A-2)

Critical Success Factor A: Accessible, Comprehensive Programs of High Quality

1. **INDICATOR A-2: Achievement in General Education**

2. **PERFORMANCE STANDARDS:**

   - Eighty percent of associate degree students will demonstrate satisfactory mastery of the defined general education core competencies in their major.

   - Eighty-five percent of employers will rate the general education skills of MTC graduates as average or above average.

3. **DATA SOURCES:**

   - Student Information System Database
   - Employer Surveys

4. **SUPPORTING OFFICES:**

   - Education (primary)
   - Student Development Services
   - Assessment, Research, and Planning

Figure 4-3 (A-3)

Critical Success Factor A: Accessible, Comprehensive Programs of High Quality

1. **INDICATOR A-3: Assessment of the Academic Major**

2. **PERFORMANCE STANDARDS:**

   - Ninety percent of recent program graduates will demonstrate mastery of stated program learning outcomes (goals achieved, mastery of capstone competencies, program GPA, employment success, and success at senior institutions).
   - All programs will meet or exceed the state or national norms or both for each licensure examination.
   - Each client survey of students, alumni, employers, etc., will reveal 90 percent satisfaction with the individual program.
   - Each program will establish specific program success goals (such as load, costs, enrollment, graduates, etc.) and will meet or exceed 90 percent of those goals.

3. **DATA SOURCES:**

   - Individual Program Review Results
   - Current Student, Graduate, Alumni, and Employer Surveys
   - Licensure Exam Results
   - Student Information System Database
   - Student Transfer Data

4. **SUPPORTING OFFICES:**

   - Education—Administrative and Programs/Departments (primary)
   - Assessment, Research, and Planning

Figure 4-3 (A-4)

Critical Success Factor A: Accessible, Comprehensive Programs of High Quality

1. **INDICATOR A-4: Successful Articulation/Transfer**

2. **PERFORMANCE STANDARDS:**

   - Students admitted to the college will include a minimum of 25 percent of the most recent local college-bound high school graduates.
   - A sample of former MTC students who completed at least 15 semester hours at a reporting public senior institution will have GPAs equal to those of native students.
   - MTC will maintain appropriate articulation agreements with 100 percent of all accredited senior institutions in the college's service area.

3. **DATA SOURCES:**

   - MTC Articulation Agreement
   - Student Information System Database

4. **SUPPORTING OFFICES:**

   - Education (primary)
   - Assessment, Research, and Planning
   - Admissions

Figure 4-4 (B-1)

Critical Success Factor B: Student Satisfaction and Retention

1. **INDICATOR B-1: Accurate Entry Testing and Course Placement**

2. **PERFORMANCE STANDARDS:**

   - The college will maintain a 75-percent success rate (C or better, including Withdrawals and Incompletes) for students placed in targeted courses based on initial test data.
   - Ninety percent of students will be placed accurately into their initial English and math courses.

3. **DATA SOURCES:**

   - Student Information System Database
   - American College Testing (ACT) Asset Test Results

4. **SUPPORTING OFFICES:**

   - Student Development Services (primary)
   - Assessment, Research, and Planning

Figure 4-4 (B-2)

Critical Success Factor B: Student Satisfaction and Retention

1. **INDICATOR B-2: Retention to Achievement of Student Goals**

2. **PERFORMANCE STANDARDS:**
   - Ninety percent of graduating students and 50 percent of non-returning students will indicate that MTC has contributed to attainment of their educational goals.
   - The retention of sub-population groups will be within 5 percent of the collegewide average.
   - The freshman-to-sophomore retention rate will be at or above the national retention rate for two-year public colleges.

3. **DATA SOURCES:**
   - MTC, State Board for Technical and Comprehensive Education, and ACT Retention Reports
   - Graduate and non-returning Student Surveys

4. **SUPPORTING OFFICES:**
   - Student Development Services (primary)
   - Assessment, Research, and Planning

Figure 4-4 (B-3)

Critical Success Factor B: Student Satisfaction and Retention

1. **INDICATOR B-3: Student Satisfaction**

2. **PERFORMANCE STANDARDS:**

   - Ninety percent or more of continuing and non-returning students surveyed will indicate satisfaction with instruction, and satisfaction ratings will exceed national norms.
   - Ninety percent or more of continuing and non-returning students surveyed will indicate satisfaction with personal growth, and satisfaction ratings will exceed national average for two-year colleges.
   - Ninety percent of the students surveyed will rate course content and instructional quality of continuing education programs as satisfactory or better.
   - Ninety percent or more of continuing and non-returning students surveyed will indicate satisfaction with college services, and satisfaction with services will exceed national norms for two-year colleges.

3. **DATA SOURCES:**

   - MTC Continuing Student Survey
   - ACT Non-Returning Withdrawing Student Survey
   - Continuing Education Course Evaluation Surveys

4. **SUPPORTING OFFICES:**

   - Student Development Services (primary)
   - Assessment, Research, and Planning
   - Education
   - Continuing Education

Figure 4-4 (B-4)

Critical Success Factor B: Student Satisfaction and Retention

1. **INDICATOR B-4: Assessment of Student Services**

2. **PERFORMANCE STANDARDS:**
   - Student Services departmental reviews will reflect an overall rating of 4 (Good) on a 5-point scale.

3. **DATA SOURCES:**
   - Student Services Program Reviews

4. **SUPPORTING OFFICES:**
   - Student Development Services (primary)
   - Assessment, Research, and Planning

Figure 4-5 (C-1)

Critical Success Factor C: Post-Education Satisfaction and Success

1. **INDICATOR C-1: Graduate Employment/Continuing Education**

2. **PERFORMANCE STANDARDS:**

   - Students employed in related fields or continuing their education within 6 months of graduation will meet or exceed 90 percent.

3. **DATA SOURCES:**

   - Graduate Placement Survey Report
   - State Board for Technical and Comprehensive Education Annual Report

4. **SUPPORTING OFFICES:**

   - Education (primary)
   - Graduate Placement Office/Student Life

Figure 4-5 (C-2)

Critical Success Factor C: Post-Education Satisfaction and Success

1. **INDICATOR C-2: Employer Satisfaction with Graduates**

2. **PERFORMANCE STANDARDS:**

   - Ninety percent of employers will rate MTC graduates as average or above average in general education, technical skills, non-technical skills, and readiness for the work force.
   - Ninety percent of employers will recommend MTC graduates to other employers.
   - Ninety percent of the employers surveyed will rate course content and instructional quality of continuing education programs as satisfactory or better.
   - The percent of contractors and employers indicating they will use MTC's continuing education programs and services again will equal or exceed 90 percent.

3. **DATA SOURCES:**

   - Employer Survey
   - Program Review Data
   - Continuing Education Employer Survey

4. **SUPPORTING OFFICES:**

   - Education (primary)
   - Assessment, Research, and Planning
   - Continuing Education

Figure 4-5 (C-3)

Critical Success Factor C: Post-Education Satisfaction and Success

1. **INDICATOR C-3: Alumni Satisfaction and Support**

2. **PERFORMANCE STANDARDS:**

   - Ninety percent of alumni surveyed achieved educational goals; were satisfied with programs and services, with instruction in their major area, and with the college's contribution to their personal growth; and would recommend MTC to a friend.

   - The number of alumni who contribute services and resources will increase annually by 5 percent.

3. **DATA SOURCES:**

   - Alumni Survey
   - Midlands Technical College Foundation

4. **SUPPORTING OFFICES:**

   - Assessment, Research, and Planning (primary)
   - Midlands Technical College Foundation

Figure 4-6 (D-1)

Critical Success Factor D: Economic Development and Community Involvement

1. **INDICATOR D-1: Education in Support of Economic Development**

2. **PERFORMANCE STANDARDS:**

   - The Central Carolina Economic Development Alliance will report that MTC had a positive impact on corporate decisions to locate or expand in the Midlands.
   - In a sample of existing businesses who use MTC education and training services, 80 percent report MTC had a positive effect on employee productivity.

3. **DATA SOURCES:**

   - Course Evaluation Survey
   - Employer Survey

4. **SUPPORTING OFFICES:**

   - Continuing Education

Figure 4-6 (D-2)

Critical Success Factor D: Economic Development and Community Involvement

1. **INDICATOR D-2: Positive Community and College Interaction**

2. **PERFORMANCE STANDARDS:**

   - Eighty percent of community leaders report that MTC is a positive influence on the quality of life in the community.
   - The college will annually serve one-seventh of the adult population residing in the Columbia service area.
   - More than 50 percent of the college's faculty and staff will serve the community through professional, civic, and educational services.

3. **DATA SOURCES:**

   - Community Leader Survey
   - South Carolina Statistical Abstract
   - Professional Development Survey

4. **SUPPORTING OFFICES:**

   - Advancement (primary)
   - Education

Figure 4-7 (E-1)

Critical Success Factor E: Sound, Effective Resource Management

1. **INDICATOR E-1: Acquisition of Public/Private Resources**

2. **PERFORMANCE STANDARDS:**

   - Local appropriations will equal the college's annual operational and capital funding budget request.
   - Contributions to the annual fund of the foundation will increase by 5 percent each year.
   - Grants and contract resources will equal or exceed those of peer institutions within the technical college system.

3. **DATA SOURCES:**

   - College Budget
   - Midlands Technical College Foundation Annual Report

4. **SUPPORTING OFFICES:**

   - Business Affairs (primary)

Figure 4-7 (E-2)

Critical Success Factor E: Sound, Effective Resource Management

1. **INDICATOR E-2: Facility Adequacy, Use, and Condition**

2. **PERFORMANCE STANDARDS:**

   - Space utilization based on standard State Board methodology will meet or exceed the average rate for peer institutions in the technical college system.

   - User satisfaction measured by the MTC Employee and Student Opinion surveys will meet or exceed 85 percent for each category evaluated.

3. **DATA SOURCES:**

   - State Board for Technical and Comprehensive Education Space Utilization Report
   - College Facility Records
   - MTC Employee and Student Opinion Surveys

4. **SUPPORTING OFFICES:**

   - Business Affairs (primary)
   - Operations
   - Assessment, Research, and Planning

Figure 4-7 (E-3)

Critical Success Factor E: Sound, Effective Resource Management

1. INDICATOR E-3: Distribution of Resources

2. PERFORMANCE STANDARDS:

- The distribution of college resources by major college functions will exceed Southern Association of Colleges and Schools (SACS) standards in the categories of instruction and student services.

  Note: The college will spend the next year researching the productivity and cost efficiency of its programs to determine the appropriateness of the standards developed for Indicator E-3.

3. DATA SOURCES:

- College Finance Records
- SACS Financial Data

4. SUPPORTING OFFICES:

- Business Affairs (primary)
- Accounting/Finance Office

Figure 4-8 (F-1)

Critical Success Factor F: Dynamic Organizational Involvement and Development

1. **INDICATOR F-1: Ongoing, Professional Development of Commission Faculty, and Staff**

2. **PERFORMANCE STANDARDS:**

   - Overall college involvement in professional development activities will exceed 90 percent annually.

3. **DATA SOURCES:**

   - Professional Development Survey
   - Education Affairs Reports
   - Report Card

4. **SUPPORTING OFFICES:**

   - Education (primary)

Figure 4-8 (F-2)

Critical Success Factor F: Dynamic Organizational Involvement and Development

1. **INDICATOR F-2: Affirmative Action Plan**

2. **PERFORMANCE STANDARDS:**

   - Achieve a minimum of 80 percent goal attainment as published in the annual South Carolina *Human Affairs Status of State Agencies Affirmative Action Plans and Programs* report.

3. **DATA SOURCES:**

   - MTC Affirmative Action Reports

4. **SUPPORTING OFFICES:**

   - Business Affairs (primary)
   - Human Resource Management

Figure 4-8 (F-3)

Critical Success Factor F:
Dynamic Organizational Involvement and Development

1. **INDICATOR F-3: Support for Equity in Employee Salary/Benefits**

2. **PERFORMANCE STANDARDS:**

   - Classified salaries will exceed the mean salary of state employees with comparable grades and years of service.
   - MTC's average faculty salary will exceed the southeastern regional mean faculty salary for two-year institutions.

3. **DATA SOURCES:**

   - MTC and State Employee Pay Grade Salary Comparison
   - Southeastern Faculty Salary Comparison

4. **SUPPORTING OFFICES:**

   - Business Affairs (primary)
   - Human Resource Management

Figure 4-9

MTC's Sample Form: Action Strategy Progress Report

DIVISION: **EDUCATION**

COLLEGE GOAL:

Enhance and develop the curricula to meet the multiple challenges of changing technology in the work place, increasing demands for broadly educated citizens and workers, and the continuing influx of underprepared students

1994-1995 ACTION STRATEGY:

Establish a long-range plan to expand the use of multimedia learning technologies in instructional programs. (Educational Affairs)

PROGRESS ACHIEVED:

Figure 4-10

An Evaluation Model: Academic Program Review Results Achieved on Standards for the Indicators of Effectiveness

Indicators of Effectiveness	Standards	Office of Primary Responsibility	Results Achieved
A-2: Achievement in General Education	• A sample of continuing students will perform equal to or above the national norm. • 75 percent of Associate degree students in general education core courses will demonstrate satisfactory mastery of objectives.		

Figure 4-11
Significant Highlight Form

In addition to the progress made on the action strategies, the faculty and staff of the college provided exceptional service to our students and community through the college's ongoing activities. Please provide a brief description of your division's successes in the areas listed below. Only those activities *NOT* described in any of the college's goals, initiatives, and action strategies should be included.

SERVICES TO STUDENTS

1.

2.

ACADEMIC PROGRAMS

1.

2.

SUPPORT OF COMMUNITY AND ECONOMIC DEVELOPMENT

1.

2.

SUPPORT SERVICES

1.

2.

INSTITUTIONAL EFFECTIVENESS

1.

2.

Figure 4-12a

Academic Program Review Process

Program review is a systematic process for studying the vitality of an academic program—its relevance, currency, effectiveness, and efficiency. On a scheduled five-year rotation, the department chair and faculty of each academic program, assisted by educational and research support staff, collect multiple measurements that indicate the health of the program. The program review is a vehicle for proaction; it allows the faculty to see trends as they evolve, to identify strengths and weaknesses in the curriculum, to compare the program's stated goals with real outcomes as reported by employers and graduates, and, most important of all, to take timely, planned corrective action as appropriate. Within the context of measuring the effectiveness of the college, program review allows faculty and administrators to assess the program's contributions to the college's mission, values, and goals, and to plan immediate and multiple-year initiatives that support and enhance the college's effectiveness in serving its students and the community.

Relevance and Currency

Students, alumni, advisory committees, and employers of graduates are surveyed to ascertain their perceptions of the relevance, currency, and practicality of the program (see survey instruments following this text). While each survey contains some questions that are standard to all program reviews, the faculty can also add program-specific questions to address unique issues. This qualitative data is collected, summarized, and analyzed by the Office of Assessment, Research and Planning. A report that identifies the "Major Findings" of each survey results. These survey outcomes are then discussed with the department chair and faculty who use them, along with quantitative data, to correct, predict, and direct curriculum and faculty development over the next five years.

Effectiveness

The effectiveness of each program is measured, in part, through the responses of students, alumni, advisory committees, and employers to the surveys. Section IB of the "Program Review Data" chart following this text identifies the standard for client satisfaction for which each program strives.

The primary measurement of effectiveness, however, is the collection of quantitative data as outlined in the "Program Review Data" chart. In addition to client satisfaction, the measurements of effectiveness include "Learning Outcomes," Section IA, and "Vitality," Section IC. These data are gathered through specially designed computer programs and from existing reports within the college. As with "Client Satisfaction," each indicator of "Learning Outcomes" and of "Vitality" is measured against a standard that has been set either by the college, by its state governing board, or by the regional accrediting agency.

If a program's data do not meet the standard, the department chair, faculty, and educational support personnel conduct further research to determine and correct the problem. The curriculum is almost always modified as a result of program review. Sometimes, faculty need professional development to remain current in the field. Often, equipment needs to be updated.

The measurement of effectiveness is an institutional commitment. However, the college knows that its primary commitment is to teaching students. Therefore, academic administrators deliberately plan the program review cycle to coincide with individual programs' reaccreditation visits as appropriate, thus minimizing duplicate work. Similarly, as surveys and computer programs are designed, instructional staff gather data that can be used in multiple mandatory reports, again trying to maximize time and effort.

Efficiency

With the general public and state legislatures increasingly demanding fiscal as well as educational accountability, the efficiency of a program is a significant consideration for administrators. Each program review includes an analysis of the cost versus revenue generated by the program (Section II of "Program Review Data") and of its use of space, including average section size. Every pro-

Figure 4-12a (continues)

gram cannot be cost-neutral. Some programs must be offered to serve the employment and economic needs of the community. However, some costs of all programs are within the control of the department chair and faculty, who deserve an opportunity to know the fiscal reality of the program and to exercise fiscal responsibility in its operation.

Closing the Loop

What happens to all of these data? The short answer is that the data are organized into a report, which summarizes the findings and recommends desirable action to improve the program and to enhance its strengths. The report becomes an institutional document for review by anyone. The results of the program review are presented to the president, Executive Council, the college's board of trustees, and the South Carolina Commission on Higher Education.

The substantive answer to what becomes of the data and the effort to review the program is that the recommendations for action become a part of the college's strategic plan. The recommendations that require institutional commitment—budget, physical plant, faculty development, personnel, student support services, etc.—are fed into the annual planning cycle or, in some cases, are implemented immediately. The recommendations that require curriculum or faculty development become a priority for implementation by the faculty, department chair, and Office of the Vice President for Education within the college's operating procedures.

Program review is an intensive study of the entire curriculum over several years. It does not replace the ongoing classroom research, course studies, and comparative research on instructional methods that are included in each department's annual action strategies and in most faculty members' annual performance objectives. In fact, the cyclical program reviews and the ongoing classroom research complement each other as one suggests or answers questions raised by the other, thus perpetuating the cycle of continuous improvement.

Figure 4-12b

MTC: Student Self-Report Survey

Your response to the questions and statements below will help Midlands Technical College improve its programs and services to students. All responses will be confidential and reported as group data only. Thank you!

ACADEMIC PROGRAMS

1. Please rate your satisfaction with the quality of:

	Very Satisfied	Somewhat Satisfied	Satisfied	Somewhat Dissatisfied	Dis-satisfied	Very Dis-satisfied
Your *major* program of study	6	5	4	3	2	1
Instruction in your major	6	5	4	3	2	1
Your *general education* program of study (non-major degree requirements)	6	5	4	3	2	1
Instruction in your general education program	6	5	4	3	2	1
Your *overall* academic program	6	5	4	3	2	1

COLLEGE PROGRAMS/SERVICES

2. Please rate the quality of the programs and services at Midlands Technical College. Circle the number for each that best describes your response.

	Excellent	Good	Fair	Poor	Does Not Apply
Admissions	4	3	2	1	0
Student Assessment/Placement Testing	4	3	2	1	0
Registration	4	3	2	1	0
Financial Aid Services	4	3	2	1	0
New Student Orientation	4	3	2	1	0
Cashier Services	4	3	2	1	0
Job Placement Services	4	3	2	1	0
Career Counseling Services	4	3	2	1	0
Academic Advising	4	3	2	1	0
Computer Resources	4	3	2	1	0
Library Resources	4	3	2	1	0
Student Life Programs/Services	4	3	2	1	0
Bookstore Services	4	3	2	1	0
Cafeteria Services	4	3	2	1	0
Parking Facilities	4	3	2	1	0
Classroom Facilities	4	3	2	1	0
Laboratory Facilities	4	3	2	1	0

Figure 4-12b (continues)

PERSONAL GROWTH

3. How much did your experience at Midlands Technical College contribute to your personal growth in each of the following areas? Circle the number that best describes your response.

	Very Much	Somewhat	Very Little	Does Not Apply
Written communication skills	4	3	2	1
Oral communication skills	4	3	2	1
Math computational skills and reasoning	4	3	2	1
Determining personal and career goals	4	3	2	1
Developing practical skills necessary to obtain employment in your area of training	4	3	2	1
Self-confidence				
Learning on your own	4	3	2	1
Working cooperatively with others	4	3	2	1
Understanding different philosophies and cultures	4	3	2	1
Developing self-reliance	4	3	2	1
Problem solving and critical thinking	4	3	2	1
Developing personal values and tolerance for the values of others	4	3	2	1
Comprehending and applying scientific principles	4	3	2	1
Understanding human behavior	4	3	2	1
Utilizing computer skills	4	3	2	1
Utilizing research skills	4	3	2	1

4. What are your anticipated plans following graduation?
   _____ a. Have a job already
   _____ b. Plan to work (new job)
   _____ c. Continue your education (please specify) _____
   _____ d. Other (please specify) _____

5. If you could start over, would you choose MTC?
   _____ a. Definitely yes
   _____ b. Probably yes
   _____ c. Probably not
   _____ d. Definitely not

6. Age _____ Race _____ Sex _____

Comments: _____

Figure 4-12c

MTC: Alumni Survey

Your response to the questions and statements below will help Midlands Technical College improve its programs and services to students. All responses will be confidential and reported as group data only. Thank you!

EDUCATION

1. Did you achieve your educational goal at MTC? (Check one) Yes ____ No ____
2. Program Major at MTC? _____ Year Completed? 19__ GPA at graduation? ____
3. Did you receive a: (Check one) Degree ____ Diploma ____ Certificate ____

ACADEMIC PROGRAMS

4. Please rate your satisfaction with the quality of:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dis-satisfied	Very Dis-satisfied
Your *major* program of study	6	5	4	3	2	1
Instruction in your major	6	5	4	3	2	1
Your *general education* program of study (non-major degree requirements)	6	5	4	3	2	1
Instruction in your general education program	6	5	4	3	2	1
Your *overall* academic program	6	5	4	3	2	1

COLLEGE PROGRAMS/SERVICES

5. Please rate the quality of the programs and services at Midlands Technical College. Circle the number for each that best describes your response.

	Excellent	Good	Fair	Poor	Does Not Apply
Admissions	4	3	2	1	0
Student Assessment/Placement Testing	4	3	2	1	0
Registration	4	3	2	1	0
Financial Aid Services	4	3	2	1	0
New Student Orientation	4	3	2	1	0
Cashier Services	4	3	2	1	0
Job Placement Services	4	3	2	1	0
Career Counseling Services	4	3	2	1	0
Academic Advising	4	3	2	1	0
Computer Resources	4	3	2	1	0
Library Resources	4	3	2	1	0
Student Life Programs/Services	4	3	2	1	0

Figure 4-12c (continues)

Bookstore Services	4	3	2	1	0
Cafeteria Services	4	3	2	1	0
Parking Facilities	4	3	2	1	0
Classroom Facilities	4	3	2	1	0
Laboratory Facilities	4	3	2	1	0

GENERAL

6. Would you recommend MTC to your friends and acquaintances? Yes ____ No ____

7. Would you send your children to MTC? Yes ____ No ____

8. Age _____ Race _____ Sex _____

PERSONAL GROWTH

9. How much did your experience at Midlands Technical College contribute to your personal growth in each of the following areas? Circle the number that best describes your response.

	Very Much	Somewhat	Very Little	Does Not Apply
Written communication skills	4	3	2	1
Oral communication skills	4	3	2	1
Math computational skills and reasoning	4	3	2	1
Determining personal and career goals	4	3	2	1
Developing practical skills necessary to obtain employment in your area of training	4	3	2	1
Self-confidence	4	3	2	1
Learning on your own	4	3	2	1
Working cooperatively with others	4	3	2	1
Understanding different philosophies and cultures	4	3	2	1
Developing self-reliance	4	3	2	1
Problem solving and critical thinking	4	3	2	1
Developing personal values and tolerance for the values of others	4	3	2	1
Comprehending and applying scientific principles	4	3	2	1
Understanding human behavior	4	3	2	1
Utilizing computer skills	4	3	2	1
Utilizing research skills	4	3	2	1

Comments: _____

Figure 4-12d

MTC: Employer Survey

The purpose of this survey is to evaluate the effectiveness of Midlands Technical College's instructional programs by asking employers how well our recent graduates are performing on the job. Only those employers or supervisors of graduates employed in their field of training are being surveyed. Your answers will be treated confidentially and will never be linked to you or to the graduate.

Company's Name _____ Telephone No. _____

Person Completing Survey _____ Job Title _____

TECHNICAL AND GENERAL SKILLS

Compared with your employees who have similar positions, rate MTC graduates' skills, values, and knowledge in the following areas.

Please check the appropriate response box.	Not Applicable	Below Average	Average	Above Average
GENERAL EDUCATION				
Math computational skills and reasoning				
Oral communication skills				
Written communication skills				
TECHNICAL EDUCATION				
Technical skills related to specific jobs				
Operating job-related tools, instruments, and equipment				
NON-TECHNICAL EDUCATION				
Organizational time-management skills				
Quantity of work accomplished				
Quality of work accomplished				
Following directions				
Working independently				
Working cooperatively with others				
Leadership/promotion potential				
Personal appearance/dress				
Attendance				
Punctuality				

Figure 4-12d (continues)

SATISFACTION WITH MTC GRADUATES

What are the major jobs/positions filled by MTC graduates?

_____

Compared with your other employees with similar jobs, rate how well MTC prepared its graduates for jobs with your company.

____ Below Average ____ Average ____ Above Average

Compared with your other employees who have similar jobs, rate the MTC graduates' overall on-the-job performance.

____ Below Average ____ Average ____ Above Average

Comments: _____

Would you recommend MTC graduates to other employers? ____ Yes ____ No ____ Unsure

_____

What suggestions do you have for improving the _____ program at Midlands Technical College?

_____

THANK YOU!

Figure 4-12e

MTC: Advisory Committee Survey

We, at Midlands Technical College, value your input as an advisory committee member. Please take a few minutes to complete this survey, so we may fully utilize your expertise. Your comments and suggestions are greatly appreciated. Thank you.

Please indicate the extent to which you agree or disagree with each of the following statements by circling the appropriate number.

1=Strongly Disagree
2=Disagree
3=Neither Disagree or Agree
4=Agree
5=Strongly Agree

I have adequate contact with MTC faculty.	1	2	3	4	5
My input is requested by MTC faculty.	1	2	3	4	5
My recommendations or suggestions are implemented.	1	2	3	4	5
The program content is relevant in today's industry.	1	2	3	4	5
Programs are meeting the needs of today's business and industry.	1	2	3	4	5
The program is meeting the needs of the community.	1	2	3	4	5
There is adequate market demand to support graduates of the program.	1	2	3	4	5
The program is marketed adequately.	1	2	3	4	5
The program's equipment and facilities are adequate.	1	2	3	4	5

Comments: _____

_____

_____

_____

_____

Figure 4-12f

Program Review Data

(NAME OF PROGRAM)					
DATA	**STANDARD**	**MEASUREMENT/DATA SOURCE**	**1993**	**1994**	**1995**
I. Effectiveness					
A. Learning Outcomes					
Goals Achieved	90% of graduates indicate goal achievement	Alumni Survey			
Mastery of Capstone Competencies	X% of students demonstrate mastery of capstone competencies	Assessment process designed by each department. X% standard set by department based on type of assessment			
Course Progression	75% of students earn C or better in first-time enrollment in requisite course	Tracking of students from prerequisite(s) through sequenced courses in first term of enrollment in requisite course(s)			
General Education Core	80% of students in program major will demonstrate satisfactory mastery of objectives in each general education core area	Grade of C or better in specified course or component			
Success at Senior Institutions (Transfer Program)	GPA equal to native population	Reported by senior institutions			
B. Client Satisfaction					
Student Satisfaction	90% satisfaction with program	Student Survey			
Alumni (Graduate) Satisfaction	90% satisfaction with program	Alumni Survey			
Employer Satisfaction	90% satisfaction with program graduates 85% satisfaction with general education skills	Employer Survey			

Figure 4-12f (continues)

(NAME OF PROGRAM)					
DATA	**STANDARD**	**MEASUREMENT/DATA SOURCE**	**1993**	**1994**	**1995**
C. Vitality					
Placement in Field (Duplicate Headcount)	90% placement in field	Annual Placement Report			
Annual Unduplicated Headcount of Program Majors/FTE	At least 16 students (12 FTEs) in most reccent fall term (SBTCE)	IPEDS Data			
Advisory Committee Participation	90% of members attend meetings within academic year	Minutes of Meetings			
	80% of members demonstrate tangible involvement with the program	Department Chair Report			
Percent Adjunct Faculty in Major	No more than 40% of sections (contact hours in HS and NUR) taught in a term by adjuncts	Department Chair Report			
Adjunct Faculty by Discipline in General Education	No more than 40% of sections taught in a term by adjuncts	Department Chair Report			
Faculty Credentials	100% of faculty meet SACS requirement	Reported by HRM			
Graduates	At least 6 graduates per year (SBTCE)	IPEDS Data			
Retention	Equal to or above national 2-year college retention rate (ACT)	Fall-to-Fall Retention Data			
	Equal to or above SBTCE average rates for programs within South Carolina	Fall-to-Fall Retention Data			

Figure 4-12f (continues)

(NAME OF PROGRAM)

DATA	STANDARD	MEASUREMENT/DATA SOURCE	1993	1994	1995
II. Efficiency					
Annual Program Cost	Revenue generated greater than or equal to operating cost for program	Revenue = Tuition + FTE reimbursement. Cost = Personnel + operating expenses + library + equipment (cost and depreciation)			
Space Utilization	Program exceeds college minimum set by CHE by time period and room category	Report from Instructional Services			
Average Section Size	Equal to or above FTE Productivity Factor (SBTCE)	*MTC Fact Book*			

Program Review Data Legend: Glossary of Terms

ACT	American College Testing
Advisory Committee	A group of individuals from the community who provide practical, experience-based advice concerning a program of study
Capstone Competency	Stated expectation(s) of knowledge and skills demonstrated at the successful completion of a program
CHE	Commission on Higher Education
Course Progression	Movement from prerequisite(s) through sequenced courses
Fall-to-Fall Retention	Individual students retained from one fall to the next fall
FTE	Full-Time Equivalent
GPA	Grade Point Average
Headcount (Duplicated)	Placement reported by individual academic award
Headcount (Unduplicated)	Count of each individual student
HRM	Human Resources Management
HS	Health Sciences
IPEDS	Interdisciplinary Postsecondary Education Data Survey
MTC	Midlands Technical College
NUR	Nursing
SACS	Southern Association of Colleges and Schools
SBTCE	State Board for Technical and Comprehensive Education

Figure 4-12g

Key Data Form: Trends and Observations

DATA ELEMENT	TRENDS AND OBSERVATIONS

Figure 4-12h

Program Review Recommendations Section

Recommendations	Priority	Action Timetable	Person(s) Responsible for Action on Recommendation	Background Information

Figure 4-12i

MTC: Program Review Executive Summary

Program _____ **Date** _____

Description of Program/Background Information:

Important Findings:

Priority Recommendations (See Recommendation Section for details.):

Figure 4-13a

MTC: Assessment of Student Development Services Model

Assessment of student services is one of MTC's 20 indicators of effectiveness within its institutional evaluation program. Every two years, the college engages in a comprehensive assessment of services, conducting user-perception surveys with students, alumni, and college employees. Each survey contains opportunities for open-ended responses and objective items. These surveys are accompanied by a series of focus groups, interviews, or listening sessions with pertinent groups, depending on the initial survey results. This combination of quantitative and qualitative assessment yields information for planning improvements.

A second level of assessment is in-depth departmental reviews conducted on Student Development Services (SDS) functional areas. Every SDS functional area is assessed once every five years, with two to three departments evaluated annually. These departmental reviews are modeled on the Council on Advancement of Standards' (CAS) evaluation for Student Development Services. Each department is assessed on dimensions of mission, program, leadership and management, human resources, financial resources, facilities, equipment and technology, legal issues, access and equity, campus and community, ethics, and evaluation. CAS standards have been adapted into a criterion-referenced guide, with indicators for each assessment dimension rated on a five-point scale and accompanied by subjective input.

Department staff first conduct a self-review. This information is documented and improvements suggested. A team of students, faculty, staff external to the department being evaluated, and a director of a comparable department at a college of similar size and mission then conducts the review. The department director responds to the review with appropriate action steps. Each subsequent review includes an evaluation section that ensures recommendations are tracked and follow-up action initiated.

Developmental goals for students have been identified by the college and published in the college catalogue. SDS departmental mission statements and goals have been designed to support the attainment of this desired student growth and complement general education outcomes. Four key personal development goals identified for MTC students include (1) clear purpose and direction; (2) self-responsibility and self-sufficiency; (3) tolerance for diverse ideals and cultures; and (4) positive interpersonal relationships.

At present, student personal development is assessed at several points in the student's matriculation through the college experience. For example, student perceptions of personal growth is assessed at the sophomore level prior to graduation, and personal development items have been added to alumni surveys and employer surveys. In 1995 personal development items will be collected on entering and non-returning students. Focus groups and interviews provide more extensive qualitative information for planning purposes. Although college managers focus on internal assessment, comparative information with other two-year colleges is used when available to provide benchmark information and target areas where follow-up is indicated.

Figure 4-13b

Student Development Services: Departmental Program Reviews

Process and Timeline:

- Conducted every five years, with two to three departments evaluated each year
- Review team selected (July)
- Departmental self-study conducted and document/exhibits prepared (August–December)
- Site review scheduled (January–February)
- Review team's written findings received (March–April)
- Department response to review team's recommendations (June)

Review Team Composition:

- Department director from a similar department at a peer institution (Chair)
- Two faculty appointed by Faculty Council
- One student from each campus appointed by the Student Advisory Board
- A Student Development Services staff member who is outside the department under review
- A college staff member-at-large appointed by Staff Council

For special outreach programs such as Educational Talent Search and Upward Bound, the review team's composition might be altered to include high school guidance counselors and members of the parent association or the program advisory board.

Review Components:

Departments are evaluated using criterion-referenced guides for each department, developed from the Council on the Advancement of Standards' guidelines. Evaluation components, rated on a 5-point scale, include

- Mission
- Leadership and Management
- Financial Resources
- Equipment and Technology
- Access and Equity
- Ethics
- Program
- Human Resources
- Facilities
- Legal Issues
- Campus and Community
- Evaluation

Figure 4-13c

Student Personal Development Process

Process:

- Collegewide, desired student personal development outcomes identified and listed in the college catalogue
- Department targeting of activities that support and enhance these areas of student personal development
- Indicators established to assess the effectiveness of these targeted activities
- Departmental use of assessment information to make adjustments in programs and service delivery

Example:

The Counseling Services department assesses its contribution to helping students develop a clearer sense of career purpose.

Personal Development Outcome:	Clarity of career purpose
Activities:	• Individual career planning • Advisement for undecided majors • Career seminars and workshops • Career planning course
Effectiveness Indicators:	• Retention/graduation rates • Student satisfaction with services • Student self-report on personal growth and college contribution to growth • Controlled studies of service users/non-users • Pre-/post-service assessments

Assessments Tools:

Surveys:	Personal development items added to surveys during and after the college experience: entering students, continuing students, non-returning students, graduating students, and alumni
Focus Groups/ Interviews:	Interviews and focus groups conducted to obtain qualitative information on needs identified from surveys and student tracking data
Other:	Controlled comparison and pre/post studies

Figure 4-13d

Student Development Services: User Satisfaction and Usage/Productivity

ADMISSIONS

USER SATISFACTION

Quality ratings on a 1 to 4 scale. Other data is percentage responding "yes."

	EMPLOYEES		STUDENTS		
ITEM	**STANDARD**	**1991**	**1993**	**1991**	**1993**
Meets Student Needs	.90	.89	.93	.97	.96
Accessible	.90	.96	.99	.99	.97
Publicity Adequate	.90	.85	.96	.95	.92
Staff Helpfulness	3.20	3.60	3.58	3.52	3.40
Staff Timeliness	3.20	3.50	3.59	3.31	3.42
Procedures Available	.90	.90	.93	.93	.91
Procedure Understandable	.90	.72	.85	.89	.85
Provides Info. Needed	.90	.98	.98	n/a	n/a

USAGE/PRODUCTIVITY

ITEM	1991	1993	CHANGE (%)
Clients Served	13,187	14,293	+8.4
Staff	13	11	-15.4
Client/Staff Ratio	1,104:1	1,299:1	+17.7

ASSESSMENT SUMMARY

- All ratings met the standard in 1993–1994, except understanding procedures. On surveys, admissions procedures were aggregated with assessment information, preventing a clear picture of student satisfaction with admissions procedures.
- Employee satisfaction increased while student satisfaction declined slightly.
- Usage increased while staff resources declined, yielding higher productivity.

ACTIONS FROM PREVIOUS ASSESSMENT

- Initiated activities to enhance communications and processing effectiveness.

RECOMMENDATIONS FOR 1994–1998

- Continue to improve communications on procedures.
- Explore ways to accommodate the resource-usage gap and maintain service quality.

Figure 4-14a

MTC: Student Retention Model

Assessment of student retention and attrition is another of MTC's 20 indicators of effectiveness within its institutional evaluation program. Each year, college managers analyze student enrollment data to assess the retention and attrition patterns of MTC students. Retention is defined as student achievement of their identified educational goal(s). Students identify their educational goal(s) at college entry and then update these goals every term during the registration process. Both the original and most recent goals are maintained in the student database and used in retention analysis.

Using a student cohort tracking system originally developed in 1989, student aggregate retention information is sub-sorted to determine the persistence of diverse student sub-populations. Performance comparisons by year (cohort) and by program are made for students in college-level courses and for those enrolled in developmental coursework; by academic program; by students entering higher education for the first time and by those transferring from another college; by student characteristics; and by enrollment characteristics such as campus of primary enrollment, day/evening attendance, and part-time/full-time status. Examples of the types of data collected through the student cohort tracking system and used to support academic and administrative process changes are provided on the following pages.

Student cohorts are tracked for up to seven years to determine retention patterns over time. In addition, the college is conducting follow-up activities to determine what happens to students who leave the institution. Transfer, employment, and personal development information on non-retained students enables program managers to develop intervention strategies that enhance student retention. This information also provides a more complete picture of the college's contribution to student goals.

Over the past several years, results of retention studies have contributed to several changes in the delivery of services to students. These changes include

(1) transition of academic advising responsibilities for students with undeclared majors to the college's career counselors;
(2) the establishment of advisement centers on each campus to serve entering students;
(3) the refinement of the curriculum structure of developmental studies courses to better align them with specific course requirements of the student's program of study;
(4) the implementation of new academic progress standards;
(5) revision in the admissions process for nursing and health sciences students;
(6) the development and implementation of pre-enrollment student success seminars and an individualized multi-media orientation program that focuses on college success strategies and available services;
(7) a peer mentoring program for minority students; and
(8) career-shadowing activities for students with disabilities.

From 1988 to 1994, the retention rate of all full-time and part-time first-time freshmen to higher education who entered MTC in the Fall term has increased 9.6 percent. It now exceeds the state and national first-to-second year retention rates for public open admission two-year colleges.

Midlands Technical College is continuing to refine and develop its retention tracking system; to evaluate changes in the data from internal retention reports; and to modify existing service delivery approaches and mechanisms as required.

Figure 4-14b

Entering Student Cohort Demographic Statistics

	Total Cohort Fall 1988	Total Cohort Fall 1989	Total Cohort Fall 1990	Total Cohort Fall 1991	Total Cohort Fall 1992
Total	1975	2030	2203	2209	2197
Sex					
Male	814	860	942	979	945
Female	1161	1170	1261	1230	1252
Race					
Black	485	499	522	598	599
White	1401	1438	1588	1549	1518
Other	89	93	93	62	80
Race/Sex					
Black Male	154	181	175	222	222
White Male	618	624	724	722	683
Other Male	42	55	43	35	40
Black Female	331	318	347	376	377
White Female	783	814	864	827	835
Other Female	47	38	50	27	40
Developmental Studies/ Curriculum at Entry					
DVS Only	131	219	307	383	101
DVS/Curr. Combined	537	547	626	648	559
Curriculum Only	1307	1264	1270	1178	1537

Figure 4-14c

Three-Year Retention Rates

	Retained Students Fall 1988–Fall 1991		Retained Students Fall 1989–Fall 1992		Retained Students Fall 1990–Fall 1993	
	No.	**%**	**No.**	**%**	**No.**	**%**
Total	469	25.5%	524	29.2%	575	30.2%
Sex						
Male	181	22.5%	188	22.4%	227	25.7%
Female	288	27.8%	336	35.3%	348	34.1%
Race						
Black	111	24.8%	119	28.3%	143	32.4%
White	348	26.5%	395	30.8%	412	29.8%
Other	10	12.3%	10	11.4%	20	24.7%
Race/Sex						
Black Male	34	22.4%	38	21.7%	35	21.9%
White Male	141	23.1%	145	23.8%	185	26.9%
Other Male	6	14.6%	5	9.1%	7	18.9%
Black Female	77	26.0%	81	32.9%	108	38.4%
White Female	207	29.6%	250	37.1%	227	32.6%
Other Female	4	10.0%	5	15.2%	13	29.5%
Developmental Studies/ Curriculum at Entry						
DVS Only	28	23.5%	48	27.1%	72	29.5%
DVS/Curr. Combined	133	28.1%	137	30.7%	202	38.2%
Curriculum Only	308	24.7%	339	29.0%	301	26.6%

Figure 4-14d

One-Year Retention Rates by First-time Freshman/Transfer-in Student Status

	Retained Students Fall 1990–1991		Retained Students Fall 1991–1992		Retained Students Fall 1992–1993	
	No.	**%**	**No.**	**%**	**No.**	**%**
Total Retained Cohort	1056	52.5%	1101	53.9%	1050	50.0%
First-Time Freshman Cohort	749	55.9%	803	57.3%	743	54.0%
Transfer-In Cohort	307	45.6%	298	46.4%	307	42.4%
Total Male Cohort	427	47.0%	456	47.9%	422	45.9%
Male First-Time Cohort	312	50.8%	337	51.1%	309	50.3%
Male Transfer-In Cohort	115	39.0%	119	40.8%	113	37.0%
Total Female Cohort	629	57.0%	645	59.1%	628	53.2%
Female First-Time Freshman Cohort	327	60.2%	466	62.9%	434	57.0%
Female Transfer-In Cohort	192	50.8%	179	51.0%	194	46.3%
Total Black Cohort	254	54.5%	290	54.4%	263	46.5%
Black First-Time Freshman Cohort	176	56.8%	223	57.5%	197	50.1%
Black Transfer-In Cohort	78	50.0%	67	46.2%	66	38.4%
Total White Cohort	771	52.6%	783	54.0%	745	51.1%
White First-Time Freshman Cohort	549	56.3%	557	57.3%	519	55.6%
White Transfer-In Cohort	222	45.3%	226	47.4%	226	43.0%
Total Other Cohort	31	37.8%	28	45.2%	42	55.3%
Other First-Time Freshman Cohort	24	43.6%	23	56.1%	27	55.1%
Other Transfer-In Cohort	7	25.9%	5	23.8%	15	55.6%

Figure 4-14e

One-Year Retention Rates by Program of Study

	Retained Students Fall 1990–1991		Retained Students Fall 1991–1992		Retained Students Fall 1992–1993	
	No.	%	No.	%	No.	%
Accounting	46	39.0%	52	55.9%	41	48.8%
Architectural Eng. Technology	17	53.1%	18	47.4%	17	48.6%
Associate in Arts	137	43.6%	145	44.3%	254	50.0%
Associate in Science	49	38.0%	70	43.2%	132	43.4%
Automotive Technology	6	37.5%	12	70.6%	2	40.0%
Banking & Finance	8	47.1%	4	33.3%	13	56.5%
Career Development	9	100.0%	31	22.1%	53	29.4%
Career Undecided	59	45.0%	63	49.6%	1	100.0%
Civil Eng. Technology	8	57.1%	10	62.5%	9	69.2%
Comm. Network Mgt.	0	0.0%	1	25.0%	—	—
Commercial Graphics	12	46.2%	15	68.2%	9	37.5%
Computer Technology	74	46.0%	81	51.6%	60	44.4%
Court Reporting	13	76.5%	11	57.9%	5	62.5%
Criminal Justice	37	52.1%	46	59.7%	49	47.1%
Electronics Eng. Technology	27	52.9%	25	51.0%	35	50.0%
Electronics Technology	7	31.8%	13	46.4%	11	57.9%
Eng. Graphics Technology	12	38.7%	9	40.9%	11	57.9%
General Technology	0	0.0%	—	—	—	—
Human Services	14	32.6%	30	48.4%	43	48.3%
HVAC Technology	20	64.5%	19	57.6%	16	53.3%
Industrial Electricity	14	63.6%	5	38.5%	14	73.7%
Legal Assistant	32	58.2%	54	53.5%	65	57.0%
Machine Tool Technology	9	50.0%	0	0.0%	6	66.7%
Management	60	41.1%	49	52.1%	45	42.9%
Marketing	21	53.9%	13	43.3%	15	46.9%
Mechanical Eng. Technology	7	53.9%	10	55.6%	12	48.0%
Office Systems Technology	29	61.7%	30	52.6%	16	40.0%
Telecom. Systems Mgt.	6	37.5%	4	66.7%	6	42.9%

NOTE: Allied Health and Nursing program retention information is not addressed due to the complexity of their admission and program procedures. These programs will be addressed in the 1994–1995 academic year.

Figure 4-14f

Goal Statistics of the Freshman-to-Sophomore Retained Students

	Retained Students Fall 1990–1991		Retained Students Fall 1991–1992		Retained Students Fall 1992–1993	
	No.	%	No.	%	No.	%
Overall Retained Cohort						
Learn skills to get a new job	401	39.1%	397	36.6%	266	25.9%
Learn skills to advance in job	69	6.7%	91	8.4%	79	7.7%
Improve GPA	9	0.9%	7	0.6%	6	0.6%
Improve skills in English, reading, or math	5	0.5%	13	1.2%	2	0.32
Transfer to a four-year college	328	32.0%	374	34.4%	351	34.1%
Other	26	2.5%	31	2.9%	35	3.4%
No Response	188	18.3%	173	15.9%	289	28.1%
First-Time Freshman Cohort						
Learn skills to get a new job	290	39.6%	305	38.3%	218	29.7%
Learn skills to advance in job	52	7.1%	68	8.5%	504	6.8%
Improve GPA	4	0.5%	6	0.8%	4	0.5%
Improve skills in English, reading, or math	3	0.4%	12	1.5%	2	0.3%
Transfer to a four-year college	240	32.7%	268	33.6%	283	38.6%
Other	16	2.2%	23	2.9%	25	3.4%
No Response	128	17.5%	115	14.4%	152	20.7%
Transfer-In Student Cohort						
Learn skills to get a new job	111	37.9%	92	31.8%	48	16.3%
Learn skills to advance in job	17	5.8%	23	8.0%	29	9.9%
Improve GPA	5	1.7%	1	0.3%	2	0.7%
Improve skills in English, reading, or math	2	0.7%	1	0.3%	0	—
Transfer to a four-year college	88	30.0%	106	36.7%	68	23.1%
Other	10	3.4%	8	2.8%	10	3.4%
No Response	60	20.5%	58	20.1%	137	46.6%

Figure 4-14g

Retention Tracking System: Graduation Rates by Placement at Entry

Percent Graduated Out of Retained Students (1-Year Period)

Placement at Entry	Fall '88 to Fall '89		Fall '89 to Fall '90		Fall '90 to Fall '91		Fall '91 to Fall '92		Fall '92 to Fall '93	
	No.	%	No.	%	No.	%	No.	%	No.	%
DVS Only	0	0.0%	2	2.2%	1	0.6%	1	0.5%	0	0.0%
DVS/Curr. Combined	11	4.2%	8	3.0%	8	2.3%	8	2.1%	8	2.8%
Curriculum Only	58	10.1%	55	8.9%	42	7.5%	22	4.2%	48	6.6%
TOTAL	**69**	**7.8%**	**65**	**8.7%**	**51**	**4.8%**	**31**	**2.8%**	**56**	**5.3%**

Percent Graduated Out of Retained Students (2-Year Period)

Placement at Entry	Fall '88 to Fall '90		Fall '89 to Fall '91		Fall '90 to Fall '92		Fall '91 to Fall '93			
	No.	%	No.	%	No.	%	No.	%		
DVS Only	5	12.2%	7	10.8%	6	6.2%	3	2.2%		
DVS/Curr. Combined	47	23.4%	27	12.7%	39	15.8%	44	16.6%		
Curriculum Only	173	39.1%	173	36.8%	121	29.5%	81	23.8%		
TOTAL	**225**	**32.8%**	**207**	**27.7%**	**168**	**22.0%**	**128**	**17.3%**		

Percent Graduated Out of Retained Students (3-Year Period)

Placement at Entry	Fall '88 to Fall '91		Fall '89 to Fall '92		Fall '90 to Fall '93					
	No.	%	No.	%	No.	%				
DVS Only	5	17.9%	6	12.5%	9	12.5%				
DVS/Curr. Combined	46	34.6%	31	22.6%	45	22.3%				
Curriculum Only	159	51.6%	170	50.1%	119	39.5%				
TOTAL	**210**	**44.8%**	**207**	**39.5%**	**173**	**30.1%**				

Percent Graduated Out of Retained Students (4-Year Period)

Placement at Entry	Fall '88 to Fall '92		Fall '89 to Fall '93							
	No.	%	No.	%						
DVS Only	6	31.6%	8	30.8%						
DVS/Curr. Combined	41	41.4%	30	32.6%						
Curriculum Only	157	64.3%	131	55.7%						
TOTAL	**204**	**58.4%**	**169**	**47.9%**						

Using Data to Improve Effectiveness

Improving teaching and learning is the real purpose of implementing an institutional effectiveness process. If data are collected but not used for institutional improvement, then the college has not fulfilled its commitment to being a truly effective institution. Evidence that the college uses data to improve teaching and learning is critical to making institutional effectiveness a dynamic process.

MTC's *Report Card*

Toward that end, MTC publishes an annual *Report Card* on institutional effectiveness. It represents a yearly update on the college's institutional effectiveness program; it also captures the most recent data on the result of collegewide assessment activities and effectiveness standards. Portions of a sample *Report Card* can be found in Figure 5-1.

The *Report Card* includes progress achieved on the college's long-range goals and priority initiatives, institutional effectiveness standards, and other noteworthy accomplishments related to assessment. It is also used to document reports prepared for the Commissioner on Higher Education. In addition, it forms the basis of the college's external *Community Report* (see Figure 5-2).

The *Report Card* is also used within the college, not only to recognize success but to assist in allocating resources to allow positive change to occur. MTC encourages decision making to happen at the lowest level possible in the organization. MTC, therefore, makes its institutional effectiveness *Report Card* available to every college employee.

Outcomes of an Institutional Effectiveness Program

The ultimate test of an institutional effectiveness program is the use of assessment data to improve the college. In recognition of this fact, MTC uses its program to celebrate the successful accomplishment of goals and to make essential improvements in the college's programs and services.

The results of MTC's institutional effectiveness program are used in several ways:

- to select outstanding employees
- to plan for professional development activities
- to select employees to be honored by the board of trustees
- to send congratulation cards
- to publish kudos in an internal college newsletter

As noted earlier in this report, MTC's strategic planning process occurs in a three-year cycle. Every third year an outcomes report is published. It gives longitudinal data that track the college's accomplishments over this three-year cycle. The report, entitled *Strategic Planning Outcomes*, presents essential information of change affected by data collected throughout the college's strategic planning cycle. A portion of MTC's most recent outcomes document can be found in Figure 5-3. Changes resulting from interventions used to achieve the long-range goals and indicators are shown.

Conclusion

This comprehensive institutional effectiveness program of planning and evaluation ensures that MTC will exceed the criteria of the regional accrediting body and the accountability mandates of South Carolina's legislature. But more important, the college is responding to the needs of its students and community. To do anything less would be unacceptable.

When MTC, or, in fact, any college, seeks to recruit students, establish accountability with government agencies or funding institutions, or establish its reputation as an essential community partner, nothing is so profound as the abil-

ity to cite real data that confirm the college's effectiveness. No more desirable or meaningful tool exists than quantifiable proof that students are achieving their goals and finding suitable careers. Beyond the necessity of meeting accountability mandates lies the satisfaction of being able to prove that the institution has achieved this measure of true success.

To a large degree, achieving community trust centers on institutional credibility. Therefore, the concept of trust is paramount. When striving to achieve these goals, most colleges find it invaluable to present accountability information in a structured and orderly format.

In MTC's quest to establish a workable institutional effectiveness process, we have learned a great deal about ourselves, our expectations, and our institution. After almost a decade of using institutional effectiveness data, we offer the following observations about the lessons we have learned.

- Institutional effectiveness is a journey, not a destination. It is a dynamic process that continues to change as new information becomes available. We have learned from implementing the process, and we continue to make improvements.
- Trustee support and involvement is important, executive leadership is essential, and faculty participation must occur if change is to occur in the classroom and in the lives of students.
- Patience is essential. Recognize that perfection is not attainable because institutional effectiveness is a learning process. As the implications of the results of various evaluation components were discussed, the college's leadership broadened their expectations of what the process could accomplish.
- Flexibility and change are critical to the success of the process. Methodologies and data collection techniques have to be continuously reviewed, revised, and strengthened.
- Data must be used to improve processes rather than to punish individuals.

We hope other colleges find the systems outlined in this report useful as they think about, plan for, and implement institutional effectiveness strategies. At Midlands Technical College, we are inspired by our institution's vision, driven by our goals, and measured by our standards. We believe that the view has been worth the climb.

Figure 5-1

Report Card

Figure 5-1 (continues)

NOTE: In the following excerpt of the *Report Card*, only Section I, Goals and Initiatives, is included. These pages provide an example of the type of data collected and reviewed to determine the college's success in meeting the institution's goals and priority initiatives.

Section II of the *Report Card* contains MTC's Indicators of Effectiveness. Examples of the Indicators are listed in the Strategic Planning Outcomes Report [Figure 5-3] found later in this section of the book. Section III, Sustaining Excellence, highlights miscellaneous accomplishments outside the college's institutional effectiveness program. Section IV, Report to the Commission on Higher Education, contains summaries of externally mandated reports.

Figure 5-1 (continues)

Preface

Midlands Technical College has made a major commitment to accountability with the adoption of a comprehensive institutional effectiveness program. This multi-dimensional planning and assessment process is based on the successful accomplishment of the college's mission and gives particular importance to student outcomes assessment.

To ensure effectiveness, the college has established a three-year strategic planning cycle that sets institutional goals based on a review of college vision, mission, role and scope and values. A companion process known as the college's *critical success factors* and *indicators of effectiveness* measures outcomes associated with progress made toward goal accomplishment.

Each goal is reached through a set of priority initiatives and resulting annual objectives. Each critical success factor is described by indicators of effectiveness, measured by a set of standards. The college uses this process to monitor its plan and make necessary adjustments in programs and services.

A yearly update on the institutional effectiveness program is presented to the MTC Commission by the president and executive council at the Commission's August retreat. The document used to convey these annual results is the MTC *Report Card*.

Also contained in the *Report Card* are summaries of component reports prepared for the South Carolina Commission on Higher Education and a Sustaining Excellence section that highlights miscellaneous accomplishments for the preceding year. An executive summary of the *Report Card*, the MTC *Community Report*, is mailed to constituents of the college throughout its service region.

Table of Contents

I. GOALS AND INITIATIVES

Figure 5-1 (continues)

GOALS AND INITIATIVES

The MTC Annual Plan included 30 major initiatives that supported achievement of the college's eight major goals. Progress was made on all initiatives.

College Goal:

Enhance and develop the curricula to meet the multiple challenges of changing technology in the workplace, increasing demands for broadly educated citizens and workers, and the continuing influx of underprepared students

Initiative:
Implement new general education core requirements under semester criteria

- The general education requirements were implemented in the summer term. The standard for achievement in general education core courses is that 75 percent of associate degree students will demonstrate satisfactory mastery of objectives in general education core courses. The data collected for associate degree students completing general education core courses or components of courses in the fall term indicate the math skills component (65.5) was the only area that did not exceed the 75 percent standard.

- The college's students responded positively when asked specifically about the general education core components. When asked "How much did your experiences at Midlands Technical College contribute to your personal growth in each of the following areas?" responses ranged from a high of 84 percent satisfaction for written communication skills to 59 percent satisfaction with understanding different philosophies and cultures.

Initiative:
Implement a set of capstone competencies identifying program expectations for graduates and ensure these competencies are effectively integrated throughout all curricula

- All of the 21 programs that have undergone the program review process have identified methods for assessment of capstone competencies. These methods include capstone projects, capstone courses, and internships.

- Program faculty who have utilized the DACUM (Developing A Curriculum) method for development of capstone competencies have tied specific competencies to program courses and developed course exit competencies that correlate with capstone competencies.

Initiative:
Implement the instructional component of effectiveness measures, including program review, needs analyses, and productivity measures

- Program reviews for Computer Technology, Telecommunications Systems Management, Architectural Engineering Technology, Electronics Engineering Technology, Court Reporting, Office Systems Technology, and Legal Assistant/Paralegal programs will be completed in June. The review for the Fashion Merchandising program was delayed until the following year.

Initiative:
Implement a Preparation-for-Technologies program with area higher education institutions and secondary schools

- The Tech Prep program was implemented by the Central Midlands Tech Prep Consortium. Midlands Technical College has coordinated staff development workshops for secondary school teachers in career awareness and applied English, math, and science. Additionally, MTC faculty members have provided assis-

Figure 5-1 (continues)

tance to faculty in the secondary schools on the development and implementation of applied courses.

Initiative:
Continue the commitment to collaborations and articulations between the college and the public schools, senior colleges, business and industry, and governmental entities

- A joint Fairfield County/Midlands Technical College Task Force was formed to study future educational needs in Fairfield County.
- A comprehensive survey of citizen groups in Fairfield County was developed and administered. The survey results are being analyzed and will be used to form the basis for an action plan to meet identified needs.
- A preliminary survey of facilities was conducted by a joint county/college team in order to identify a potential location for a college extension center, if such a center proves feasible.
- The college is currently renegotiating semester articulation agreements with service area school districts. Validation examinations are being developed, with the first group of courses available for competency testing in the summer term.

Initiative:
Implement and operationalize the quarter-to-semester conversion

- The new semester curriculum was implemented in the summer term and several course revisions and additions have been made in subsequent terms.

College Goal:

Provide the highest quality instruction through excellence in teaching and comprehensive instructional services

Initiative:
Continue development and refinement of the registration process

- The student intake process was revised to facilitate student entry, registration and enrollment processes, and to further enhance student satisfaction levels.
- The Student Success Seminars adapted materials and information to the semester system with approximately 65 percent of entering students participating in these pre-enrollment orientation sessions.
- The college began the development of an individualized multimedia orientation program for entering students, with special attention to transfer students and entering students who are exempt from placement testing.

Initiative:
Continue development of a high-quality library and instructional media collection

- The new acquisition plan for the library was implemented. Current holdings were reviewed, and collections have been updated in the Allied Health and Nursing Division and Early Childhood Development, Court Reporting, and Legal Assistant/Paralegal programs.
- An external review of the library operations was conducted, and recommendations were received and implemented to improve services.

Initiative:
Sustain state-of-the-art instructional equipment, including enhancement of academic computing capabilities

- Two hundred college-constructed microcomputers are being built and delivered to college faculty. Upon completion of this project, all permanent faculty will have computers tailored for their specific needs and capable of accessing the college's local area network.

Figure 5-1 (continues)

- Plans were approved to provide all new permanent faculty with microcomputers at their time of employment by the college.

College Goal:

Maintain and refine support processes for enhancing student success

Initiative:
Fully integrate students into the college by providing appropriate student organizations, activities, publications, and opportunities for interaction with faculty, staff, and peers outside of class

- The college maintains a list of registered clubs and organizations and publishes a student newspaper, a semester activities calendar, and an annual student handbook, so students with specific interests can be linked to organizations and activities at entry into the college.

Initiative:
Enhance support for students with services that assist them in obtaining child care, alternative financial support, and transportation

- The Financial Aid Department presented workshops at all high schools in our service area, distributing information on available financial services.

- A child care manual and referral system has been developed and implemented.

Initiative:
Continue the development of support services that promote success and retention, such as an academic alert and intervention system.

- The college initiated career planning and general program information group sessions each term. Client evaluation surveys reported a 96 percent satisfaction rate.

- A new Allied Health and Nursing admissions process was initiated to enhance the satisfaction and success rates of students applying for Allied Health and Nursing programs.

- New standards of academic progress were implemented in support of student academic progress toward completion of their educational goals.

Initiative:
Implement identification and assessment of up-front and follow-up services on student needs

- The college began generating follow-up letters on identified student needs using the college database in order to conduct more timely communications and followup with students.

Initiative:
Explore computer options for developmental academic advising and student self-scheduling for registration

- Computer-supported strategies for advising and scheduling have been developed and implemented. One of these strategies is an online scheduling self-help system to allow students direct access to available course sections and to independently develop their schedules for registration.

- Scheduling Centers are fully functional on both Airport and Beltline campuses. Student self-scheduling was piloted with selected programs and was a success.

- An on-line advisor file was developed and implemented to ensure accurate course placement of students and to provide access to information such as student goals, prior educational background, needs, test scores, and student transcript data.

Figure 5-1 (continues)

- The degree audit system, On-Course, was converted from quarter-to-semester format, so it will be available to advisors for students entering under the semester system.

College Goal:

Support the college's commitment to access, equity, and diversity

Initiative:
Fully implement targeted recruitment and support programs that promote the enrollment and retention of minorities and other underrepresented student populations

- MTC faculty and staff members are working to structure the two-year college model portion of the South Carolina Alliance for Minority Participation in Science and Mathematics (SCAMP) and to develop academic programs to aid minority students in successfully completing gateway science and math courses.

- The MTC placement test was administered to 738 minority high school students.

- The college's recruiting staff participated in numerous career fairs and educational opportunity activities targeted toward the unemployed and underemployed, residents of the Columbia Housing Authority, veterans groups, and inmates in correctional facilities.

- A new minority student support group, The Minority Peer Advisory Club, was initiated to provide peer mentors for minority students.

- Specific educational planning and student demographic data were used to target needed follow-up and support for the retention of minorities and other underrepresented student populations. Examples of follow-up activities included targeting students for participation in the mentoring program, making special services available to disabled students, and informing undecided students of the various services and workshops offered by the college.

Initiative:
Include cultural diversity programming in the curriculum and within faculty and staff development activities

- The Arts and Sciences Division produced five annotative bibliographies representing five different cultures. They completed reviews of each to identify uses and appropriateness in the 33 humanities and reading courses.

- The Arts and Sciences faculty participated in a workshop at Penn Center on strategies, models, and rationale for incorporating international components into the curriculum.

- The Arts and Sciences Division developed and offered a cultural context course that increased the number of minority-focused courses by 66 percent and increased the number of class sections offered by 57 percent.

Initiative:
Ensure the availability of appropriate facilities, resources, and services for employees and students with handicapping conditions

- The comprehensive review of the college's educational programs, facilities, and administrative support of students and employees with disabilities has been completed and a plan developed to meet all requirements. *The Guide for the Disabled Student* was updated.

- Educational programs are being modified to indicate in the core documents those performance criteria that are essential for graduates.

- Position descriptions for permanent personnel have been modified to indicate essential duties which must be performed, regardless of an individual's potential disability.

Figure 5-1 (continues)

- Student needs information was added to the admissions application with contact information provided for students with self-identified learning and physical disabilities. Auxiliary aids including tape recorders, calculators, CCTV equipment, Votrax Voice System, and specialized phone equipment were provided.

College Goal:

Strengthen the commitment to excellence through employee satisfaction, professional development, excellent support services, and a high-quality work environment.

Initiative:
Provide recognition, rewards, and opportunities for promotion and advancement to the fullest extent possible.

- Faculty and staff members have presented in-house professional development workshops in computer software, multimedia, the symphony, personality, and HIV.
- A new procedure allowing faculty and staff to attend a credit course at Midlands Technical College was implemented.
- Partnerships (English faculty and faculty in other disciplines) for "Writing Across the Curriculum" were continued this year.
- A program on "Hiring of Faculty for Whom English is a Second Language" was presented to department chairs, representatives from personnel, and divisional secretaries.

Initiative:
Meet the needs of all personnel for support services, parking, facilities, and equipment

- The college has completed a major exterior lighting project that increases lighting during hours of darkness in all campus areas.
- Additional security personnel have been hired and are available during all hours that the college is open.
- Motorized carts have been purchased to support campus security personnel and facilitate their availability on campus.
- Special training has been provided to the security force to ensure their qualification in using available resources in performance of their duties.

Initiative:
Implement and operationalize the faculty loading system

- The new faculty loading system has been implemented, and the faculty loading procedure has been revised to reflect information gathered from monitoring the system.

College Goal:

Provide sufficient, high-quality facilities and equipment to support the college's mission

Initiative:
Renovate existing facilities to enhance utilization and modernize appearance, furniture, and other amenities

- All projects included in the $3 million county-funded renovation plan have been completed or initiated. All construction will be completed in accordance with the published schedule.

Initiative:
Expand college facilities to meet increasing student enrollment by phasing construction of a regional Northeast Campus

- The long-range development plan for the college has been approved by the college's Commission and furnished to the State Board and the Commission on

Figure 5-1 (continues)

Higher Education. The plan details the college's educational, student support, and general support services through the year 2011. The plan further details facility development strategies, which includes construction of a Northeast regional campus.

- A plan for a major continuing educational facility was developed for the Northeast Campus. Approval of this project was denied by the Commission on Higher Education, which stated the college must complete all construction on the Airport Campus prior to beginning any facility development at the Northeast Campus.

- The college is continuing with the master planning of the Northeast Campus, and a comprehensive site plan is anticipated.

Initiative:
Obtain funding for and construct an additional major academic/student facility on the Airport Campus

- The college has developed and submitted for approval a plan to provide facilities at the Airport Campus, a plan that includes a two-phase project. Phase I is to be funded from student fees and will create a student and support facility, with construction starting in the next year. Phase II will be a major academic facility to be included in the upcoming Capital Improvement Bill of the state.

College Goal:

Increase college financial resources

Initiative:
Increase private foundation, alumni, and grant support

- The annual fund campaign for the foundation collected $200,000 to support efforts of the college. This is the largest amount collected by the foundation in its history.

- The college foundation is conducting an aggressive annual fundraising effort for this year with a goal of $225,000.

- A grant proposal for Upward Bound received funding for a three-year cycle of $200,000.

- Federal funds of $202,753 were obtained for the Educational Talent Search program.

- Federal Training Grants were funded to support adult students, including Single Parent/Displaced Homemakers/Single Pregnant Women Program for Young Women, two Sex Equity Mini-Grants, JTPA Title II-A, JTPA Title III, and EDWAA programs. Three hundred three students have received services and financial support.

Initiative:
Continue to work with county councils to ensure full funding of facility operations and construction budget requirements

- One hundred percent funding was received from Fairfield, Lexington, and Richland counties for the fiscal year.

Initiative:
Develop and implement a long-range plan for use of student tuition to support construction and other capital projects

- The college budget contained student fees allocated to debt service payments on the Northeast Campus.

- The proposed budget will contain a student fee allocation necessary for both land payments and the escrowing of funds to meet bond payments for the student/general support facility to be constructed on the Airport Campus.

- Loss in state funding continues to plague the college. As a result, approximately 30 percent of the student

Figure 5-1 (continues)

capital fee earmarked for construction projects is still being diverted to general operations.

Initiative:
Seek increased state funding for additional faculty and staff positions

- Meetings with legislative delegations have been conducted that emphasize the role of the college in educating citizens in the region and the negative effect that shortfalls in state funding are having on the quality of education.

- During the past year, the college has kept individual legislative delegation members informed through special issue letters and personal contacts. Parity in funding for higher education institutions and the overall budget needs of higher education have been topics of this special communications effort.

- A phased return to student parity funding has been endorsed by the Commission on Higher Education.

College Goal:

Strengthen and refine college processes that enhance quality and ensure public accountability

Initiative:
Refine methods to collect, store, and access research data across the college

- The college's retention study has been fully automated and includes individual student goal information. The student cohort tracking system has been modified to separate entering students into first-time freshmen and transfer students and to separate part-time and full-time students.

- A preliminary study of entry-level skills efficacy has been completed. This study reveals the need for a formal cohort tracking system, and this system is being developed. Initial information indicates the need for reviewing the integrity of the college's assessment instruments.

- The college is completing and analyzing major studies concerning performance in college majors (program review), alumni satisfaction, and transfer performance. Results of these studies will be reported in the 1993 CHE reporting cycle.

- Parameters and variables for Phase III of retention programming have been identified. Once completed, it will allow the user to input designated variables, including student goals and participation in special programs, to track various subpopulations of students, and to test hypotheses regarding student retention and success.

- New student retention information revealed a 7.1 percent increase over three years. A 10.9 percent increase was revealed for first-time freshmen, and increases of 5–15 percent were observed for specific at-risk groups.

- The freshman-to-sophomore retention rate for MTC students (53.9%) this year is above the national average (52.1 %) for two-year community colleges.

Initiative:
Adopt and integrate the Total Quality Management (TQM) philosophy and process into the delivery of programs and services

- The focal point for implementing TQM has been assigned to the president and the senior vice president for resource management. A comprehensive overview of TQM has been presented to the executive staff. Informal agreements have been reached, and the divisions of the college will proceed in implementing the philosophies of TQM.

- The college's restructuring effort has refocused resources on its primary mission of instruction.

Figure 5-1 (continues)

- Work simplification and modernization efforts are being pursued in order to increase efficiency, reduce redundancy, and delegate decision making to the working level. Customer satisfaction has become a major focus of the college's philosophical orientation.

Initiative:
Comply with all mandated accountability, planning, and effectiveness requirements

- All required studies and reports have been conducted and filed, including the statewide assessment reporting required by CHE and the General Assembly.
- The strategic plan has been revised and will be monitored for accomplishments during the next operational planning cycle.
- An increase in accountability and assessment efforts has occurred during the last year. Particularly, classroom-based research by faculty has undergone a significant increase, with the efforts of the Arts and Sciences faculty being especially noteworthy.

Figure 5-2

COMMUNITY REPORT

MIDLANDS TECHNICAL COLLEGE FALL 1995

Dear Friends,

I'm pleased to present this year's *Community Report* that documents our continuing commitment to excellence and accountability to our community.

Essentially, all effective organizations identify their desired future state, develop strategies to accomplish their vision and measure the extent of accomplishment of intended goals. Midlands Technical College has made a major commitment to accountability with the adoption of a comprehensive institutional effectiveness program that sets institutional goals based on review of the college's vision, mission, role and scope, and values. The college's indicators of effectiveness measure outcomes associated with progress made toward goal accomplishment.

MTC's board of trustees formally adopted a planning and evaluation system that was developed by the college's administrative team, faculty, staff, students and external constituencies over the past year. This system projects the long-range directions of the college into the 21st century and provides feedback on progress achieved. We developed these strategic planning processes to ensure MTC is self-assessing, self-inspired and self-renewing by combining planning and employee involvement systems into ongoing management strategies.

Planning at MTC is a continuing process that documents and periodically reviews the intended purpose, direction and expected outcomes of the college. This planning system supports the college's mission through identification of community and campus educational needs, the provision of an organizational structure that allows college-wide participation in the establishment of priorities, and the allocation of resources to monitor, modify and evaluate all activities and learning outcomes resulting from implementing the mission.

Over the years, we have made a commitment to provide the high-quality education and superior student support services our community deserves and has come to expect. This fall we enrolled 9,834 students, a phenomenal 108 percent increase over the 1985–86 fall enrollment. In keeping with our mission to deliver accessible, affordable education to our citizens, we broadened the scope of our distance learning courses to include 10 additional telecourses. In response to the community's health care demands, we developed the nation's first Associate in Health Sciences in Pharmacy Technology degree program. Education support services were provided to more than 1,100 low-income, disadvantaged students in Lexington and Fairfield counties through the Educational Talent Search and Upward Bound programs. In 1994, we became the largest job training resource in the Central Midlands.

Our commitment to professional development for faculty and staff was demonstrated by providing staff-guided TQM and Zenger-Miller training, and through assistance from our Foundation, six tuition-paid graduate courses in education have been made available to faculty and staff. The college's first Symposium on Pluralism, which included a keynote address by Terry Dozier, special assistant to the Secretary of Education, and featured a staged reading from an original play on race relations and student presentations on how the melding of different cultures unites Americans, is evidence of our commitment to provide a diverse, multi-cultural learning environment for our students.

As we prepare for the future, we reaffirm our commitment to economic development and to the preparation of our citizens for technological changes in the workplace. We are a vital link to economic development and will continue to meet the needs of present and future employers.

This *Community Report* presents the results of our strategic planning efforts. As you review our accomplishments, we hope you join in our feeling of pride. We value our partnerships with the Central Midlands and consider them essential to our success.

We welcome the challenges of the next century with confidence and are convinced that by following our carefully developed strategies, and with the continued support of our community, even higher levels of success can be achieved.

Sincerely,

James L. Hudgins

James L. Hudgins
President

Figure 5-3

Strategic Planning Outcomes

Figure 5-3 (continues)

Note: Only selected portions of the *Strategic Planning Outcomes* report are included in the following pages. They provide examples of the type of longitudinal data collected, reviewed, and reported during the college's most recent three-year strategic planning cycle. Results of three of the college's eight goals and five of its 20 Indicators of Excellence are presented.

Institutional Goals and Priority Initiatives

This section reports key accomplishments toward achieving the eight collegewide goals published in the 1992–1995 *Strategic Plan*. While many more activities were completed during this three-year planning cycle, this section documents areas of significant change in major functions or initiatives as they relate to each goal.

GOAL 1:

Enhance and develop the curricula to meet the multiple challenges of changing technology in the workplace, increasing demands for broadly educated citizens and workers, and the continuing influx of underprepared students.

GENERAL EDUCATION CORE

- Implemented the general education requirements in summer 1992
- Established standards for achievement in general education core courses
- Collected annual data for associate degree students completing general education core courses or components of courses beginning in fall 1992. All components except math skills initially exceeded the standard
- Revised the assessment methods for general education and adjusted courses and modules that deliver general education in response to assessment data
- Identified specific competencies for each general education core value, including appropriate assessment activities for each
- Evaluated student perception of the general education core components. Responses ranged from a high of 84 percent satisfaction for written communication skills to 59 percent satisfaction with understanding different philosophies and cultures
- Recognized by South Carolina Commission on Higher Education in 1994 as an "exemplary site" for assessment of general education
- Monitored and modified the curriculum continually in response to assessment data

ACADEMIC MAJOR

- Established seven new certificate programs and one new associate degree program
- Delivered and assessed 15 telecourses to more than 350 students per term

Figure 5-3 (continues)

- Became first South Carolina community college to receive accreditation by the Association of Collegiate Business Schools and Programs
- Implemented credit courses administered through continuing education unit

ACADEMIC PROGRAM REVIEW

- Conducted the program review process at least once in each of the college's programs
- Identified methods for assessment of capstone competencies, including capstone projects, capstone courses, and internships
- Used the DACUM (Developing A Curriculum) method to develop capstone competencies, tied specific competencies to program courses, and developed course-exit competencies that correlate with capstone competencies
- Incorporated workplace projects, such as 3-D computer models and presentations of a prospectus, into the curriculum of nine programs within the Business and Computer Information Systems and the Industrial and Engineering Technologies divisions
- Developed program recommendations and action strategies based on the findings of the review

ARTICULATION AND TRANSFER

- Established Technical Advanced Placement validation exams for 52 courses in nine public school districts
- Sustained or greatly expanded articulation agreements with all South Carolina four-year institutions
- Produced the following results through articulation negotiations:
  - Established a joint USC-MTC collaboration in which MTC will teach Math 102 at USC for USC students
  - Established an articulation agreement between MTC's Associate in Business programs and USC's Department of Retailing
  - Developed a program plan for MTC students transferring to the College of Business Administration at USC
  - Established new academic agreements with USC in the College of Applied Professional Sciences and the College of Humanities and Social Sciences
- A total of 1,380 former MTC students were enrolled at public senior colleges in South Carolina in fall 1994
- The following results were reported through the analysis of student transfer data:
  - The average GPA of the 71 students in the 1992 USC-Columbia transfer cohort was 2.63, compared to the 2.50 average GPA of the USC native population.
  - Administered 11 Technical Advanced Placement Exams to 28 area high school graduates during 1994-95. Seventeen students earned advanced placement credit at MTC.

GOAL 4:

Support the college's commitment to access, equity, and diversity.

PROGRAMS TO ASSIST STUDENTS WITH DISABILITIES

- Completed a comprehensive review of the college's educational programs, facilities, and administrative support of students with disabilities

Figure 5-3 (continues)

- Developed a plan to meet all requirements
- Developed and published a faculty manual on instructional strategies for assisting students with disabilities
- Instituted programs and services in accordance with the plan, including
  - Adding student need information and college contact information to the admissions application
  - Initiating orientation seminars for parents, spouses, and significant others who have students with disabilities attending MTC
  - Arranging special testing accommodations for students with disabilities, including the availability of large print and audio versions of the college placement test
  - Providing interpreters, note-takers and special equipment. Sponsored the fall meeting of the South Carolina Universities and College Council of Educators Enabling Disabled Students (SUCCEEDS) to address the issues of enhancing services to college students with disabilities and of seeking additional resources to fund these needs

CULTURAL DIVERSITY

- Increased faculty awareness of cultural issues and enhanced the curriculum to ensure broader representation by
  - Establishing a Multicultural Committee to plan college activities in this area
  - Establishing a multicultural series of lectures and events for faculty and staff professional development
  - Incorporating international components into the curriculum of six departments
  - Producing six annotative bibliographies representing six different cultures and identifying appropriateness of multicultural works for 33 humanities and reading courses
  - Adding six courses that represent cultural diversity and international education to the catalogue
  - Developing and offering a cultural context course that prepares students for credit courses in humanities and social sciences
- Wrote a plan for the recruitment of minority faculty
- Increased services and training for dislocated workers by 80 percent

GOAL 8:

Strengthen and refine college processes that enhance quality and ensure public accountability

COMPREHENSIVE STRATEGIC PLANNING PROCESS

- A comprehensive strategic planning process was designed and implemented. The updated 1995–2000 Strategic Plan, *Strategies for the Twenty-first Century: A Vision for Excellence*, was published in July 1995.
- The college's statements of Vision, Values, Mission, and Role and Scope were revised by the college's leadership team, along with the Planning Assumptions, Long-Range Goals, and Priority Initiatives
- The college's Commission approved the revisions to the Values, Mission, and Role and Scope statements in March 1995. A series of Executive Council work days were held to evaluate the results of the major institutional effectiveness components and resulted in revisions to the standards for the indicators of effectiveness.

Figure 5-3 (continues)

PROGRAM ACCREDITATION

- The following programs received reaccreditation from their respective professional accrediting bodies: Court Reporting, Health Information Management, Nursing (ADN and PN), Electronics Engineering Technology, Architectural Engineering Technology, Surgical Technology, Medical Laboratory Technology, Nuclear Medicine Technology, Radiologic Technology, Dental Hygiene, Dental Assisting, and Pharmacy Technician.

- All seven Associate Degree in Business and Computer Technology programs received accreditation.

COLLEGE RESTRUCTURING

- The college's restructuring effort refocused existing resources on its primary mission of instruction and student success.

- Restructuring resulted in the elimination of an entire layer of management and 24 administrative positions.

- The college hired 12 additional full-time faculty.

ADMINISTRATIVE RESEARCH

The projects included

- The analysis of a comparative survey of both MTC students and faculty and staff members regarding their opinions on a wide range of services and facilities provided by the college

- A series of program reviews in six Student Development Services areas

- A study of faculty, administrators, and select staff to determine their professional development needs

- A salary equity study to evaluate issues of equity in faculty and staff pay

- A survey of middle school students to evaluate the effectiveness of MTC's outreach counselors

- A survey to analyze the effectiveness of services and offerings of the library

- An evaluation of the effectiveness of the Assessment, Research and Planning office

- A comparison study of campus enrollment figures for the past several years

Figure 5-3 (continues)

INDICATOR A-2: ACHIEVEMENT IN GENERAL EDUCATION

Standard
Seventy-five percent of associate degree students in general education core courses will demonstrate satisfactory mastery of objectives.

Office of Primary Responsibility
Education

STUDENT MASTERY OF GENERAL EDUCATION CORE VALUES

	Represents the percentage of students obtaining a grade of "C" or better.		
Core Values	**1992**	**1993**	**1994**
Communication Skills	90%	91%	92%
Written	84%	89%	88%
Oral	97%	96%	95%
Mathematical Skills	65%	78%	73%
Scientific and/or Technological Skills	85%	87%	86%
Individual and Social Behavior	83%	85%	72%
Problem Solving and Critical Thinking	77%	85%	79%
Research and Computer Skills	84%	89%	89%
Ethics	84%	89%	90%
Humanities	87%	88%	86%
Average Percent	82%	87%	83%

Interpretations
If average rates are considered for this standard, the standard was met in each of the years studied. When we look at each core value individually, however, we see that the mathematics core value standard was not met in two of the three years studied even though improvement should be noted. Another area that should be studied is the individual and social behavior value that decreased in 1994 after improving in 1993.

Results
A new measurement standard was created. It states that "Eighty percent of associate degree students will demonstrate satisfactory mastery of the defined general education core competencies in their major."

Figure 5-3 (continues)

INDICATOR A-3: ASSESSMENT OF THE ACADEMIC MAJOR

Standard
Ninety percent of recent program graduates will demonstrate mastery of stated program learning outcomes (goals achieved, mastery of capstone competencies, program GPA, licensure, employment success, and success at senior institution).

Office of Primary Responsibility
Education

LEARNING OUTCOMES

Data Elements	1992	1993	1994
Communication Skills	90%	91%	92%
Goals Achieved	94%	**	96%
Mastery of Capstone Competencies	*	91%	98%
Program GPA	8.02	8.02	2.98
Employment Success (Placement in Field)	93%	97%	96%
Programs undergoing program review	CGC, ACC, BAF, MTT, EGT	AET, CPT, TSM, CRP, EET, OST, LEG	FSM, NUR, DAT, MLT, SUR, PHM, RAD, DHG, NMT

* Capstone competencies not yet developed
** Inadequate data received

Interpretations
Data collected did not always lend itself easily to aggregation into a single value; however, all measures reported met or exceeded the standard. It should be noted that the data are collected for those programs undergoing Academic Program Review and should be compared accordingly. Although other learning outcomes are reported for those programs undergoing program review, licensure test results are reported annually for all programs at the college affected by these tests.

Results
Data will be collected in future years for each learning outcome instead of reporting aggregate data values, so interpretation of mastery will be easier and more meaningful.

Figure 5-3 (continues)

INDICATOR A-3: ASSESSMENT OF THE ACADEMIC MAJOR

Standard
Client surveys of students, alumni, employers, etc., will reveal 90 percent satisfaction with the individual program.

Office of Primary Responsibility
Education

CLIENT SATISFACTION

Data Elements	1992	1993	1994
Student Satisfaction	93%	96%	96%
Alumni Satisfaction	100%	90%	97%
Employer Satisfaction	98%	99%	98%
Average Satisfaction Rate	97%	95%	97%
Programs undergoing program review	CGC, ACC, BAF, MTT, EGT	AET, CPT, TSM, CRP, EET, OST, LEG	FSM, NUR, DAT, MLT, SUR, PHM, RAD, DHG, NMT

* This figure represents one program (Legal Assisting). Return of alumni surveys did not give sufficient data for other programs.

Interpretations
Aggregate data of survey results for these three client groups reveal that more than 90 percent of students, alumni, and employers are satisfied with the program they reviewed. It should again be noted that different programs were surveyed each year. Each program as a part of the program review process is studied individually and compared with the standard in each category. In each instance, the program met or exceeded the standard.

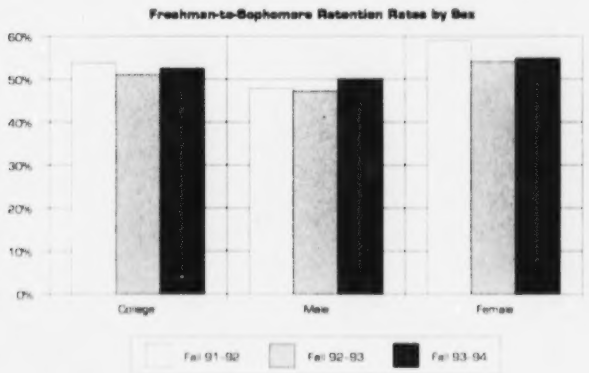
Results
Data will be collected and displayed for each group surveyed in future reports. The standard was slightly modified to ensure this activity occurs. The new standard reads: "Each client survey of students, alumni, employers, etc., will reveal 90 percent satisfaction with the individual program."

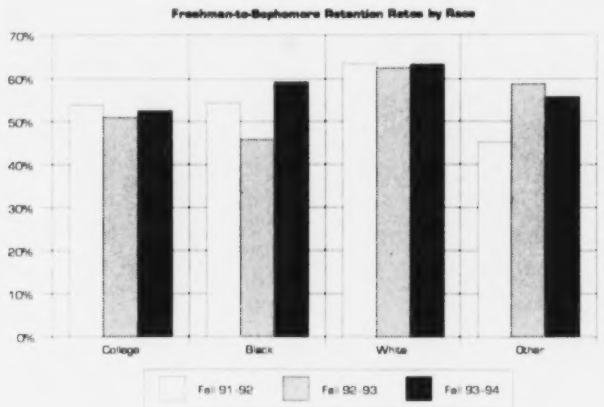
Figure 5-3 (continues)

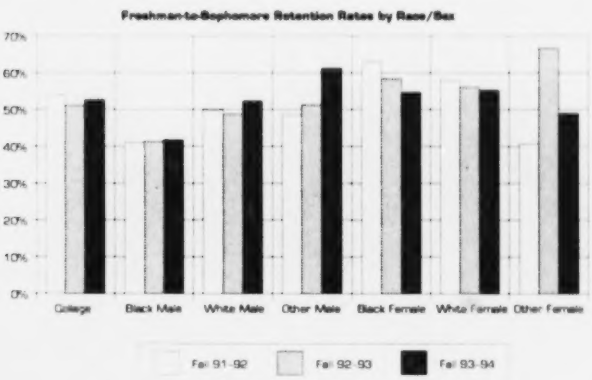
INDICATOR B-2: RETENTION TO ACHIEVEMENT OF STUDENT GOALS

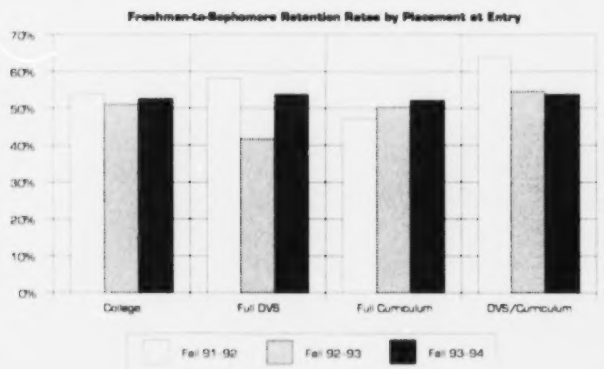
Standard
The retention of sub-population groups will be within five percent of the collegewide average.

Office of Primary Responsibility
Student Development Services and Advancement









Interpretations
The retention data for each sub-population group needs to be provided along with other breakouts to allow for the identification of problem areas.

Results
Methodologies for data collection will be standardized, and appropriate subpopulation groups (sex, ethnicity, academically underprepared, undecided, etc.) will be identified. Data will be reported for each sub-population group.

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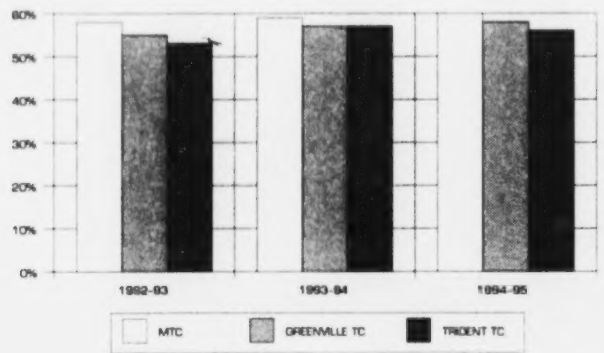
Figure 5-3 (continues)

INDICATOR E-3: DISTRIBUTION OF RESOURCES

Standard
The distribution of college resources will compare to peer South Carolina institutions (+ or - 2 percent variance).

Office of Primary Responsibility
Business Affairs



Interpretations
MTC's distribution of resources compares favorably with peer SC institutions. MTC currently distributes an average of 4 percent more of its resources to instruction than similar institutions. The standard needs another base of reference for comparison.

Impacts/Results
The standard has been combined with another standard and now reads: "The distribution of college resources by major college functions will exceed SACS standards in the categories of instruction and student services."

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